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ABSTRACT

Designed to assist teachers in small schools with the improvement of curriculum and instruction and to help smaller districts that do not have curriculum personnel to comply with Washington's Student Learning Objectives (SLO) Law, this guide contains language arts curriculum materials for grades 7-8. Learning objectives are correlated to the Goals for Washington Common Schools and to broad K-12 language arts goals. The arrangement of information is designed to allow districts to personalize the curriculum materials to meet their own educational programs. The format consists of a sequential list of student learning objectives related to a specific area of the language arts curriculum, followed by pages which feature one or more of the objectives and which include activities, monitoring procedures, and possible resources to be used in teaching the objectives. Suggested grade placement of the objectives and activities is indicated and, where applicable, the relatedness of an objective to other curriculum areas is shown. Language arts scope areas for grades 7-8 include language (nature of language, grammar, usage), written expression (general, capitalization, punctuation, sentences, paragraphs, outlining, report writing, notetaking, proofreading, creative writing), listening, speaking, drama, and literature. (CM)

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SMALL SCHOOLS LANGUAGE ARTS CURRICULUM

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GRADES 7-8

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RC012842

Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington

SMALL SCHOOLS

LANGUAGE ARTS CURRICULUM

7-8

Scope

Objectives

Activities

Resources

Monitoring Procedures

This is a publication of the Instructional and Professional Services Division of the Superintendent of Public Instruction, Olympia, Washington.

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Many educators have been involved in the development of the Small Schools curriculum materials. Of these, Robert Groeschell, now retired from the office of the State Superintendent of Public Instruction, deserves special recognition of his insight, leadership and support in initiating the Small Schools Curriculum Project.

In order to provide assistance to small school districts, a curriculum assessment was conducted by Mr. Groeschell in the spring of 1975. The findings of this assessment pointed out the need for the development of curriculum guidelines to assist small districts in identifying learning objectives and in planning for program implementation. These findings were used to provide the basis for originally funding the Small Schools Curriculum Project.

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and Resources....................(See Language Arts Scope).......xv

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INTRODUCTION

The Small Schools materials were developed through the cooperative efforts of three levels of educational organizations: local, regional and state. Forty primary teachers and ten elementary principals from small districts in Snohomish and Island Counties (Arlington, Darrington, Granite Falls, Lake Stevens, Lakewood, Monroe, Snohomish, Stanwood, Sultan, South Whidbey and Monroe Christian School), developed and sequenced student learning objectives for grades kindergarten through third in five curriculum areas: reading, language arts, mathematics, science and social studies and for grades four through six in three curriculum areas: reading, mathematics and language arts. Suggested activities, monitoring procedures and resources used in teaching the objectives were identified and each student learning objective was correlated to the State Goals for Washington Common Schools and to broad program goals. Educational Service District 109 and the office of the Superintendent of Public Instruction provided technical assistance, organizational leadership and editorial and publication services to the districts. Curriculum specialists from Washington colleges, universities and local school districts also assisted with the development of materials.

On the following pages you will find a portion of the Small Schools Curriculum. Included are student learning objectives, suggested activities, monitoring procedures and resources for Language Arts. These materials were developed during the 1976-77 school year.

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading--green, Language Arts--yellow, Mathematics--blue, Social Studies--buff and Science--pink. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objectives. See pages viii and ix of this book for more detailed explanation of the format. On those objective pages all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the Goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This Law requires districts to identify student learning objectives and to evaluate each student's performance

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related to the attainment of the objectives.) Contained within this book are many more objectives than any district would choose to identify as their SLO objectives. In order to provide districts with assistance in identifying objectives which might compose their SLO list, selected objectives are marked with an asterisk (*). These objectives have been selected with the understanding that they serve only as a model when using the Small Schools materials in helping districts to meet the requirements of the SLO Law.

For more information concerning the SLO Law, see the Handbook for School District Implementation of the Student Learning Objectives Law available from the office of the State Superintendent of Public Instruction.

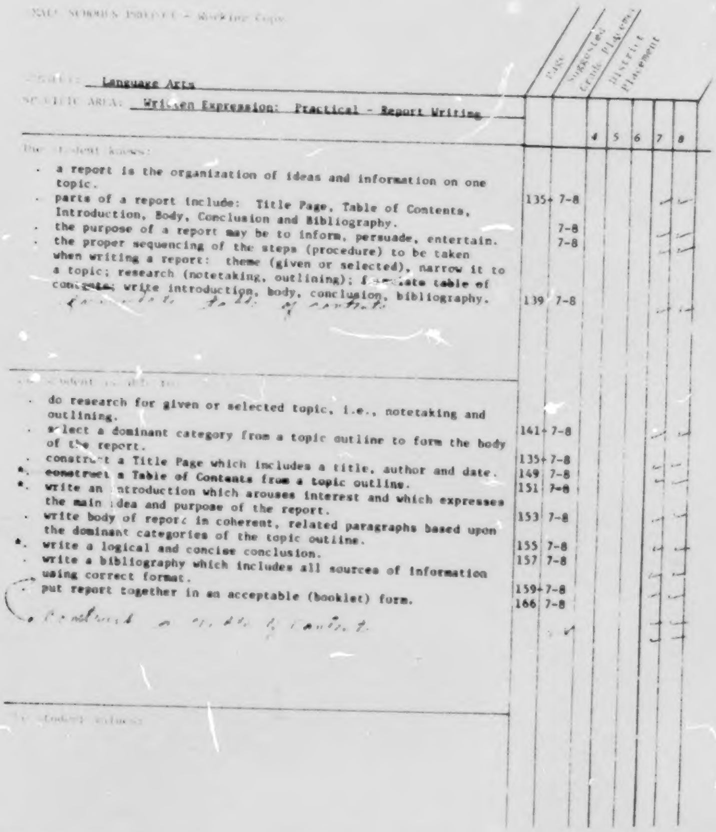
FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to facilitate the transportability of the product by allowing districts to personalize the curriculum materials to meet their own educational programs. The Small Schools Format provides a simple arrangement for listing objectives and identifying activities, monitoring procedures and resources used in teaching.

Page One

The first format page lists the sequence of student learning objectives related to a specific area of the curriculum for either reading, language arts, mathematics, science or social studies. For each objective a grade placement has been recommended indicating where each objective should be taught and mastered. The grade recommendation is made with the understanding that it applies to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the curriculum materials available in their schools. District personnel may also choose to delete an objective by striking it from the list or add another objective by writing it directly on the sequenced objective page.



SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Language Arts

SPECIFIC AREA: Written Expression: Practical - Report Writing

	Page	Suggested Grade Placement	4	5	6	7	8
The student knows:							
. a report is the organization of ideas and information on one topic.							
. parts of a report include: Title Page, Table of Contents, Introduction, Body, Conclusion and Bibliography.	135+	7-8				✓	✓
. the purpose of a report may be to inform, persuade, entertain.		7-8				✓	✓
. the proper sequencing of the steps (procedure) to be taken when writing a report: theme (given or selected), narrow it to a topic; research (notetaking, outlining); ~~formulate table of contents;~~ write introduction, body, conclusion, bibliography.		7-8				✓	✓
formulate table of contents	139	7-8				✓	✓
The student is able to:							
. do research for given or selected topic, i.e., notetaking and outlining.							
. select a dominant category from a topic outline to form the body of the report.	141+	7-8				✓	✓
. construct a Title Page which includes a title, author and date.	135+	7-8				✓	✓
*. ~~construct a Table of Contents from a topic outline.~~	149	7-8				✓	✓
*. write an introduction which arouses interest and which expresses the main idea and purpose of the report.	151	7-8				✓	✓
. write body of report in coherent, related paragraphs based upon the dominant categories of the topic outline.	153	7-8				✓	✓
*. write a logical and concise conclusion.	155	7-8				✓	✓
. write a bibliography which includes all sources of information using correct format.	157	7-8				✓	✓
. put report together in an acceptable (booklet) form.	159+	7-8				✓	✓
	166	7-8				✓	✓
. construct a table of contents		✓				✓	✓
The student values:							

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Page Two

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and possible resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to write the body of a report in coherent, related paragraphs based upon the dominant categories of the topic outline.

State Goal	1,4
District Goal	
Program Goal	2,3,5

Related Area(s) Subjects requiring report writing.

Suggested Activities: Grade(s) 7-8

Title: The Assembly Line
Group Size: individual, entire class
Materials: students bring to class all the notes on note cards pertaining to their report topic

Procedure(s):

- Students do the following activities, either at a table or on the floor, so they have enough space to work.
- Assemble all note cards bearing the same subject title into one stack.
- Continue distributing all note cards into stacks.
- Reread each stack of note cards, comparing the stacks with each other and to the introductory questions.
- Reject any card or stack of cards containing information which is not relevant to the original questions.
- Arrange topics into logical sequence of presentation (see outline).
- Write the rough draft by putting the notes on the cards into sentences and paragraphs.
- Mark the places that need footnoting. (See objective on footnoting.)

Suggested Monitoring Procedures

Teacher moves around the room, answers questions and helps students arrange their notes cards. Keep pointing out they are to follow the outline already completed (rough draft or formal) and they are to keep in mind the questions they posed in their introduction.

If you wish, you can collect the note cards at the time and go over them to see if they are organized according to the outline. If you want to make certain information is not copied out of the book, you can require students to write the paper in class using only their note cards and outline form. You should make this very clear at the beginning that you intend to do so.

Possible Resources

English Units to coordinate with Social Studies Pilot Program by Lynda Hughes, Edmonds School District.

District Resources

DEFINITION OF FORMAT TERMS
Small Schools Curriculum Project

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcomes of an entire area of instruction such as mathematics, language arts or social studies.

Student Learning Objective

Three major types of learning objectives which have been identified are knowledge, process and value objectives.

Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows...". Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.

An example of a Knowledge Student Learning Objective is: "The student knows guide words in a dictionary indicate the first and last words on the page."

Process Student Learning Objectives identify something the student is able to do, and begins with the words, "The student is able to...". These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production, service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Definition of Format Terms
continued

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."

Suggested Learning Activities describe the behavior of both the teacher and students. The instructional strategies employed by the teacher, as well as the activities undertaken by the students, are included in this section. Each activity includes materials, group size and procedures.

Suggested Monitoring Procedures indicate informal methods for determining the progress a student is making towards the attainment of the objective. These methods include techniques such as teacher observation, student interest and attitude surveys and recording results of classroom instruction.

Possible Learning Resources indicate materials, teacher made or commercially produced, which are needed by both the teacher and students in order to accomplish the learning activities.

* * * * * * * * * * * * * *

Appreciation is extended to Dr. Charles Murray, Superintendent, and the staff of ESD 189 for providing meeting space, equipment and resources which facilitated the development of the Small Schools Curriculum materials.

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LANGUAGE ARTS PROGRAM GOALS
(K-12)

1. The student uses language effectively in interaction with others, gaining and improving speaking and listening skills in group communication process.
2. The student writes openly, creatively and clearly.
3. The student acquires, interprets and evaluates information through purposeful and critical observation and listening.
4. The student responds in subjective, analytic and evaluative ways to literature and the humanities as a reflection of the life, values and ideas of this and other cultures.
5. The student comprehends the printed material needed to succeed in educational, vocational and social interests and inquiries.
6. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, of associations and points of view.
7. a) The student adapts speech and writing to different purposes, audiences and communication forms. b) The student uses mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.
8. The student expresses and interprets ideas, attitudes and feelings effectively in verbal and nonverbal ways.
9. The student knows that language adapts to the needs of people through time.
10. The student knows that one's experience in the world is given meaning and shape by his/her language.

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

LANGUAGE ARTS
SCOPE (K-8)

PAGE

I. HANDWRITING
  A. Manuscript -- K-3
  B. Cursive -- 2-6 1

II. LANGUAGE
  A. Nature of Language -- 4-8 5
  B. Grammar -- 1-8 13
  C. Usage -- 1-8 39

III. WRITTEN EXPRESSION
  A. General -- 4-8
  B. Practical
    . Capitalization -- 1-7 53
    . Punctuation -- 1-8 57
    . Plurals, Possessives -- 1-6
    . Sentences -- 1-8 91
    . Paragraphs -- 3-8 99
    . Outlining -- 4-8 115
    . Report Writing (Including Notetaking) -- 6-8 133
    . Proofreading -- 4-8 167
  C. Letter Writing
    . Social Letter -- 3-5
    . Business Letter -- 5-6
  D. Creative Writing -- 4-8 177

IV. LISTENING -- K-8 203

V. SPEAKING -- K-8 225

VI. DRAMA -- K-8 253

VII. LITERATURE
  A. Prose -- K-8 263
  B. Poetry -- K-8 305

VIII. SPELLING -- 1-8 .... Under Separate Cover

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the original document was blank

SUBJECT: Language Arts

SPECIFIC AREA: Handwriting

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
The student is able to:							
. master formation of letters, upper and lower case, and of Arabic numbers.		4-6					
. write cursive letters with correct slant, spacing and size.		4-6					
. write words and sentences legibly and efficiently using cursive form.	3	4-6					
. use proper grip, posture and arm movement.		4-6					
. maintain legibility and efficiency when writing in manuscript and cursive form.	3	4-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to write words and sentences legibly and efficiently using cursive form. B. The student is able to maintain legibility and efficiency when writing in manuscript and cursive form.

State Goal	8,9,10
District Goal	
Program Goal	2,7B

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: The True Test of Legibility
Group Size: individual
Materials: pencil, paper

Procedure(s):

- Have each student write a one paragraph response (three to six sentences) to a question of general opinion.

  "What do you think about...."
- Collect the paragraphs and store them for a full quarter or semester. Make no further reference to them.
- Near the end of the quarter or semester, distribute the papers in their uncorrected form. Give no student his/her own essay.
- Each student reads aloud the paragraph he/she has been given, or, he/she can attempt to neatly copy the paragraph without correcting any errors.
- Determine what kind of handwriting errors (and grammatical ones) create communication problems through class discussion.
- Capitalize on the interest to remind students of the value of careful penmanship and appropriate writing techniques.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: **Language Arts**

SPECIFIC AREA: **Language: Nature of Language**

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
• language is a system of symbols which represent concepts or ideas, and may be a sound, word phrase, object or behavior.		4-8					
• language is used to communicate, to give meaning and shape to experiences and to clarify ideas and concepts.		4-8					
• there are many types of language, i.e., finger spelling, sign language, Morse Code, computer languages.		4-8					
• words have origins in history and may change over time.	7-	6-8					
• language reflects a changing culture and is shaped or determined by the culture's attitudes and values.	7-	4-8					
• the appropriateness of formal and informal language depends on the situation.		4-8					
• words and phrases have both denotative and connotative meanings.		4-8					
• a standard dialect is generally defined as the speech of those most influential in the social economic, educational and media areas.		4-8					
The student is able to:							
• recognize dialect variations, i.e., pronunciation, rhythm, inflection, distinctive expressions.		7-8					
• adjust his/her language to various purposes, audiences and communicative forms.		6-8					
recognize language that is designed to influence people, i.e., advertising, government.		4-6					
• use words and phrases that have both denotative and connotative meanings.		6-8					
The student values:							
• reading, writing, speaking and listening.		4-8					
• the use of words, while recognizing their limitations.		4-8					
• language variations, i.e., native language, dialects and other variations.		4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

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SMALL SCHO[illegible]S PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows words have origins in history and may change over time. B. The student knows language reflects a changing culture, and is shaped or determined by the culture's attitudes and values.

State Goal 1,5,6

District Goal

Program Goal 1,6,9

Related Area(s) Origin of words

Suggested Activities: Grade(s) 7-8

Title: History of Verbal Language
Group Size: entire class
Materials: current district history, social studies, and science books

Procedure(s):

- The teacher can assign areas from the books listed in possible resources to the students. Have them find verbs that originated from the particular area of their reading.
- Have various groups put their words on the chalkboard and let the other students discuss their possible meanings and origins.
  Examples: history, gerrymandering; science, osmosis
- Give various dictionaries to the groups. The librarian can probably help procure some outdated ones. Give the same word to all groups, and have each group find the definition of the word in their particular dictionary. Have groups compare definitions to see if they have changed over the years.
- Prepare a list of proper names such as Pasteur, Galvani, and ask the students to give a verb made from each name..
  Examples:
  Pasteur - pasteurized milk
  Galvani - galvanized metal
  Macadam - macadam the road
  Ford - ford the river
  Gamble - gamble on horses, cards, etc.
  Gov. Gerry - gerrymandering

Suggested Monitoring Procedures

The teacher must preread the assigned materials to insure its relevancy and actively help in its selection.
A student monitor will be appointed from each group to recognize correct and incorrect answers.

A spokesman for each group must be appointed or elected.

Possible Resources

World of Vocabulary
Rauch, Clements
Learning Trends Globe Book
pages 45 - 67

Flying Free
Wachbar
McGraw Hill
Book 2, page 276

Unabridged Dictionaries

Purple Sand
Wachbar
McGraw Hill Webster Division
pages 243-281

They Gave Their Names
Richard Boning
Barnell Loft

Suggested Activities: Grade(s) ______

Title: First and Surnames
Group Size: entire class
Materials: transparencies or chalkboard

Procedure(s):

- Either on transparencies or on chalkboard, make separate lists of the students' first and surnames. Ask the students if they know the meanings of their names. Gary, Debbie, Cindy, and other abbreviated names should be amplified to derivations. Students with foreign names can perhaps learn the English counterpart or the entire meaning from their parents.
- The teacher can show the students how surnames were made, and then put the root names such as; smith or mason on the board and have students make names from them.

Example: Mason - stonemason, brickmason
Smith - working in a shop forging metals

- Ancient literature such as the Bible and the Koran often have examples where the origin of the name is given in the writing. With encouragement, students may be able to give some of these.
- Robin Hood and Shakespeare's plays often supply an interesting source of the origin of names.

Title: Contemporary Slang Terms
Group Size: entire class
Materials: pencil, paper

Procedure(s):

- Have the students suggest slang words and list them on the chalkboard.
- Have them write colorful sentences using the slang words.
- Teacher can suggest slang words of his/her (or another) generation, and have students guess their meaning.
- A discussion can be initiated by the teacher with the students on the proper use of slang words.

Suggested Monitoring Procedures

Teacher should make sure no student is teased or ridiculed about his/her name(s).

Possible Resources

They Gave Their Names
The Romance of Names
Your Surname, Sir
First Names First
all by Richard Boning
Barnell Loft

Pattern of Language (Teacher's Edition) Martin and Olson
American Book pages 18-21

Bible

District Resources

SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows words have origins in history and may change over time. B. The student knows language reflects a changing culture, and is shaped or determined by the culture's attitudes and values.

State Goal	1,5,6
District Goal	
Program Goal	1,6,9

Related Area(s) Origin of words

Suggested Activities: Grade(s) 7-8

Title: Origin of Words
Group Size: entire class
Materials: literature books, current periodicals

Procedure(s):

- During class discussion elicit from students their ideas of new words in our language. These can be found in current media, television, magazines, newspapers. List them on the chalkboard.
- Break the words down and especially note prefixes and suffixes (naut- good suffix to note, while super and sub are good prefixes to note).
- Ask students if they know any words that might come from a foreign language spoken at home. Attempt to make a list of these words on the chalkboard. Students can ask about family origins if foreign language is not spoken in home.
- Assign students lists of words to look up in an unabridged dictionary (that gives their origin), and then give a short report about the word's origin. (Teacher should be sure listed words have an ethnic origin).

Examples:

drawbridge
footbridge
dreadnought
autobahn
cul-de-sac

Suggested Monitoring Procedures

Possible Resources

Basic Goals In Spelling
Kottmeyer, Claus Level 6-8
McGraw Hill

Websters Unabridged Dictionary

District Resources

Suggested Activities: Grade(s) _______

Title: What Do You Say?
Group Size: entire class
Materials: worksheet list of words that vary in certain sections of the country

Procedure(s):

- Give the following to students. Tell them to read the words, and if they can, write the most common term we use.

Example(s):

Words (Given)	Student Responses
submarine sandwich	hoagy, hero, poorboy, grinder
swamp	moor, marsh, bog
chest of drawers	bureau, dresser
couch	chesterfield, davenport, sofa, settee
pop	soda, bubbly, tonic

- Students may be asked to use the words presented either as sentences or paragraphs.

Suggested Monitoring Procedures

Teacher initiate class discussion about regional differences of word usage.

Possible Resources

District Resources

SMALL SCHO[illegible] PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows words have origins in history and may change over time. B. The student knows language reflects a changing culture, and is shaped or determined by the culture's attitudes and values.

State Goal	1,5,6
District Goal	
Program Goal	1,6,9

Related Area(s) Origin of words

Suggested Activities: Grade(s) 7-8

Title:	History of Words
Group Size:	entire class
Materials:	pictures of historical places: Tower of London, rivers with American Indian, French, Spanish names; canyons, arroyos, mesas

Procedure(s):

- Show pictures of historical places and ask students to help make a list on the chalkboard of words that originated from them, i.e., riverboat, portage, canoe.
- Show pictures of sports with historical origin - (LaCrosse), and initiate a discussion concerning their origin and their eventual name: LaCrosse - French named but Indian origin.
- Show pictures of areas that have historical or foreign language names: canyons, arroyos, battlefields, mesas, and discuss.
- Read selected portions of the Bible, and have students attempt to find changes in words from 1600's to the present. This can also be accomplished with selected readings from Shakespeare.

Example:

Shakespeare - Merchant of Venice - Mercy Speech
Julius Caesar - conversation before Caesar's assassination and immediately following
Bible -Matthew 5 (Beatitudes)

Suggested Monitoring Procedures

The teacher might ask several students to bring their current history or social studies books.

Possible Resources

Bible

World of Vocabulary, Reuich, Clements Learning Trends Globe pages 27 - 37

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: LANGUAGE ARTS

SPECIFIC AREA: LANGUAGE: Grammar: Parts of Speech

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. a noun names persons, places, things or ideas.		4-5					
. a pronoun is used in the place of a noun.		4-6					
. adjectives are words that modify nouns and pronouns.		4-6					
. verbs are words used to express action or state of being.		4-6					
. most adverbs modify verbs, adverbs and adjectives.	23	5-8					
. some adverbs modify adverbs and adjectives.	23	6-8					
. prepositions are words which identify place or direction, i.e., on, up, over, across, in, from.		5-6					
. prepositional phrases always begin with a preposition and end with a noun.	25	7-8					
. prepositional phrases can function as adjectives or adverbs.	25	7-8					
. conjunctions are words that join words, phrases and clauses, i.e., and, but, or neither, nor, either, both.	27	7-8					
. interjections are words that express strong feeling i.e,, wow, oh, ouch.	29	7-8					
The student is able to:							
. identify nouns by their singular and plural forms.		4-6					
. identify nouns by their signals (determiners) and by their position.	15	7-8					
. distinguish between the various kinds of nouns: common and proper.		4-6					
. identify pronouns.		4-6					
. identify adjectives.		4-6					
. identify adjectives by position and by variant forms.	17-	7-8					
. identify verbs.		4-6					
. identify verbs by form and position.	21	7-8					
. identify adverbs.		4-6					
. identify adverbs by position and meaning.	19-	7-8					
. identify prepositional phrases.	25	7-8					
. identify nouns, verbs, adjectives, adverbs and combine them to form sentences.		4-6					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

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SMALL SCHO[illegible] PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to identify nouns by the signals (determiners) and by their position.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: To Determine or Not to Determine
Group Size: entire class
Materials: worksheet

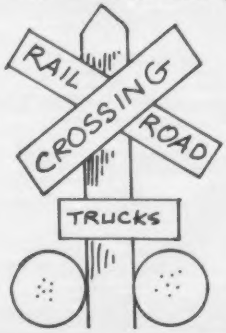
Procedure(s):

- Copy the following exercise on a worksheet for the students to complete.
- If you are riding on a road that crosses a railroad track, how do you know when there is a train coming? Usually there is a signal light that flashes to warn you of the approaching train. Words also serve as signals. Look at the words the and a in the sentence below. They signal that nouns follow. These words are called determiners.

  The rope was used as a ladder.

- Circle the determiners in the paragraph below.

  Last week the neighbors visited a fire house. They saw a movie which said a family should plan a drill just as the school does. Later a fireman climbed a ladder ninety feet high. The fireman showed them how to put out a fire and gave each of the children a hat.



Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Title: Still Determining
Group Size: entire class
Materials: worksheet

Procedure(s):

- In the preceding activity, the determiners were the words a and the. Other words such as our, an, my, this, some, many, all and both are also determiners, and tell us that a noun is coming.
- Can you complete the sentences below using the determiners above?

1. _____father is a______fire chief in Everett.
2. _____town needs______fireman.
3. _____firemen wear red hats.
4. _____fireman know____fire is near when ______ alarm is sounded.
5. _____father rushed to____fire to help put it out.

- Write three (or more) sentences about fire safety at home and at school.
- Circle all the determiners you use.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHO PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to identify adjectives by position and variant forms.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title:
Group Size: pairs, entire class
Materials: paper, pencil, pen 2" x 4" section of hardboard, blocks or dominos

Procedure(s):

- Give the students incomplete instructions deliberately, avoiding the use of clarifying adjectives. Discuss the need to use clarifying adjectives to convey meaning.
  Example: turn (left) at the (green) light.
- Place a visual barrier between two students. Have both students construct identical block arrangements, with one arranging his/her block structure solely by verbal instructions given by the other student.
  Variations:
- Have the students write a narrative paragraph using appropriate descriptive adjectives on a topic chosen from a list prepared by the teacher.
- Have the students rewrite the following sentences enriching them with appropriate descriptive adjectives.

1. Bill walked across the street.
2. The dog sat on the tack.
3. The turtle crawled to the pond.
4. The water felt cold.
5. The sun was hot.

Suggested Monitoring Procedures

Monitor by observation.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Title: Alarm Alert
Group Size: entire class
Materials: timer, alarm clock or stop watch with a built-in alarm

Procedure(s):

- Student writes a noun on chalkboard. Guide him/her to choose one which has many possible modifiers: man, dinner, lady, party.
- Wind and set alarm and begin passing it. As each student receives the alarm, he/she must give an adjective that could describe the noun and pass the alarm on as quickly as possible.
- Students are "out" when the alarm goes off in their hands, when they cannot think of an adjective, or when they repeat one already given.
- Continue until there is a winner by elimination, then begin a new game.

Variation(s):

- The alarm may be used with adverbs, proper nouns, words with certain number of syllables, spelling words, etc.

District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to identify adjectives by position and by variant forms. B. The student is able to identify adverbs by position and meaning.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Expanded Use of Adjectives and Adverbs
Group Size: entire class
Materials: worksheet, chalkboard

Procedure(s):

- Review the use of adjectives and adverbs by class discussion and using examples on the chalkboard.
- Have students rewrite and expand the following examples of the five basic sentence patterns by adding adjectives and adverbs to the sentence.

1. Bill ran.
2. Alice hit the ball.
3. The dog snored.
4. Tom gave Bill a kick.
5. That car is old.
6. A truck struck a car.
7. Mr. Williams made Sue a milkshake.
8. Ted was a truck driver.
9. Alice was tired.
10. The man was a detective.

Suggested Monitoring Procedures

Observe student reaction to discussion. If results of above are not satisfactory, repeat the assignment.

Collect and correct the quiz.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOO PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to identify verbs by form and position.	State Goal 1,8,10
	District Goal
	Program Goal 2,5,7

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHO[illegible] PROJECT - Working Copy

Suggested Objective Placement 5-8

Student Learning Objective(s) A. The student knows most adverbs modify verbs, adverbs and adjectives. B. The student knows some adverbs modify adverbs and adjectives. C. The student is able to identify adverbs by position and meaning.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Be a Detective
Group Size: entire class
Materials: worksheet, pencil

Procedure(s):

- Copy the following sentences on a worksheet for the students to complete by writing in appropriate adverbs.

Jane sang (how) softly.
The model plane plunged (how)_______.
The rabbit ran (how) _____.
The batter swung (now)_______.
Everyone cheered (how)_______.
Mark closed the door (how)_______.
Sam pushed the pole (how)________.
The boy whistled (how)_______.
The snake slithered (how)_________.
I placed the books (how)_________.
The kangaroo hopped (how)_________.

Suggested Monitoring Procedures

Possible Resources

Basic Skills in the Language Arts Program, Bellevue Public Schools

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows prepositional prases always begin with a preposition and end with a noun. B. The student knows prepositional phrases can function as adjectives or adverbs. C. The student is able to identify prepositional phrases.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s) ________

Suggested Activities: Grade(s) 7-8

Title: How About Prepositions?
Group Size: entire class
Materials: worksheet, pencils

Procedure(s):

- Copy the following exercise on a worksheet for students to complete.

1. Here are some words called prepositions: of, to, from, be, with, for.
2. Any preposition can be used with other words to make a prepositional phrase.
   of the pirates
   with a loud yell
   over the waves
   Where could you put prepositional phrases in this sentence: one jumped.
   Prepositional phrases: with a loud yell - of the pirates - over the waves
   With a loud yell one of the pirates jumped over the waves.
3. Use this list of prepositions to write prepositional phrases:
   after
   around
   at
   behind
   by
   for
   in
   into
   of
   on
   over
   through
   to
   toward
   with
   without
4. Now try writing ten sentences with prepositional phrases from the above list.

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Suggested Monitoring Procedures

Possible Resources

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student knows conjunctions are words that join words, phrases and clauses, i.e., and, but, or neither, nor, either, both.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHO PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student knows interjections are words that express strong feelings, i.e., wow, oh, ouch.

State Goal 1,8,10

District Goal

Program Goal 2,5,7

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
70		District Resources 71

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

JECT: Language Arts

SPECIFIC AREA: Language: Grammar - Sentences

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. a sentence consists of subject and predicate.		4-6					
. a simple sentence consists of one independent clause.		7-8					
. a compound sentence consists of two or more independent clauses.	33	7-8					
. a complex sentence consists of one independent and one or more dependent clause .	35	8 +					
. that word order is essential to meaning in English sentences.		4-8					
. sentences can be classified into patterns according to the structure of the sentence.							
Pattern I The fire burns. (subject, verb)	37	7-8					
Pattern II The dog bit the man. (subject, verb, object)	37	7-8					
Pattern III My dog is a collie. (subject, verb, and subjective complement)	37	7-8					
Pattern IV The air is cold. (subject, verb, adjective complement)	37	7-8					
Pattern V Bill gave the dog a bone. (subject, verb, indirect object, direct object)	37	7-8					
Pattern VI The class elected Bob president. (subject, verb, object, objective complement)	37	7-8					
The student is able to:							
. recognize a complete sentence.		4-6					
. identify the subject and predicate in a sentence.		4-6					
. recognize subject--verb agreement in sentences.		4-8					
. use terminology to identify sentence patterns.	37	7-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student knows a compound sentence consists of two or more independent clauses.

State Goal	1,8,10
District Goal	
Program Goal	6,7,8

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows sentences can be classified into patterns according to the structure of the sentences. B. The student is able to use terminology to identify sentence patterns.

State Goal	1,8
District Goal	
Program Goal	3,7,8

Related Area(s) ____

Suggested Activities: Grade(s) 7-8

Title: Identifying Basic English Sentence Patterns
Group Size: entire class
Materials: worksheet, chalkboard, language text

Procedure(s):

. Have the students identify the basic sentence patterns employed in the following sentences by writing the following in the blank.

Pattern I:	S-V	(subject, verb pattern.)
Pattern II:	S-V-O	(subject, verb, direct object.)
Pattern III:	S-V-SC	(subject, verb, subjective complement.)
Pattern IV:	S-V-AC	(subject, verb, adjective complement.)
Pattern V:	S-V-IO-DO:	(subject, verb, indirect object, direct object.)

1. Robert seemed tired after the day's long hike.________________
2. The striped cat caught a fat gray mouse.______
3. It rained all night.__________
4. The class gave the teacher a splitting headache.__________
5. The jolly old man laughed softly to himself. ____________
6. Roger is a skateboard champ.________
7. Nancy baked Bob a beautiful birthday cake.____
8. Ted threw the shot over sixty feet.________
9. This room feels too warm.________
10. My brother, Bill is a shoe salesman.________

. Have students write at least one sentence for each of the basic five sentence patterns.

Suggested Monitoring Procedures

Collect and proofread completed assignments.

Possible Resources

Mukilteo School District, Language Arts Curriculum Guide, 1976, pages 8-25.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Language Arts

SPECIFIC AREA: Language: Usage

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. usage is a matter of appropriateness and social acceptance.		4-8					
. usage of grammar is important in the process of communication.		4-8					
. most adverbs modify verbs and answer questions beginning with how, when and where.		4-8					
. conjunctions are words used to join words, phrases or clauses in sentences, i.e., and, but, either, or, both.		4-8					
. interjections are words used to express strong feelings, i.e., oh, ouch.		4-8					
. prepositions are words which identify place or direction, i.e., up, on, across.		4-8					
The student is able to:							
*. use negatives appropriately, i.e., no, not, never, nobody, nothing, nowhere, don't, doesn't, can't, hardly.	41	4-8					
. substitute the correct pronouns for nouns.	43	4-8					
*. use pronouns correctly in the subject-object position.		7-8					
. use pronouns correctly in writing sentences with compound subject, i.e., John and (I, me) went to the game.		4-8					
. select the correct nominative pronoun in a compound subject or predicate nominative position.	45	7-8					
. use reflective pronouns correctly, i.e., herself, ourselves, etc.		7-8					
. select the correct objective pronoun in compound objective positions.	47	7-8					
. write the appropriate comparative forms of regular adjectives, i.e., big, bigger, biggest.		4-8					
. use correct comparative forms of common adjectives, i.e., good, better, best, more beautiful, most beautiful.		6-8					
*. select the verb form, singular or plural, which agrees with the subject, i.e., The boy (run, runs) to the park.	49	4-8					
. use helping verbs correctly, i.e., is, was, were, are, have, has, had.		4-8					
*. use the correct present, past, future and past participle form of verbs:							
. do, see, run, sit, have, eat, begin, give, take.	49	3-4					
. know, grow, throw, be, write, catch, ride, bring, break, choose, come.	49	6-8					
. draw, fall, ring, speak, steal, take, wear, tear and swim.	49	7-8					
. use adverbs or adverb phrases to determine how, when, where and how often.	51	4-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to use negatives appropriately, i.e., no, not, never, nobody, nothing, nowhere, don't, doesn't, can't, hardly.

State Goal	1,8,10
District Goal	
Program Goal	3,7,8

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
	Collect worksheets	

Title: Affirmative and Negative
Group Size: small group, entire class
Materials: worksheet

Procedure(s):

- Be certain the students understand the terms affirmative and negative.

Example(s):

1. The parade is scheduled to take place on Saturday.
2. The parade is not scheduled to take place on Saturday.
3. Is the parade scheduled to take place on Saturday?
4. Isn't the parade scheduled to take place on Saturday?

- Ask which sentences are affirmative. (1,3) What word is used to transform an affirmative sentence to a negative one? (not or contraction isn't)
- Lead the students to know that all affirmative statements can have negative statements and all affirmative questions have negative question forms.
- Distribute worksheet of affirmative statements and questions and negative statements and questions. Provide spaces before each. Have the students mark each space in this manner:

+	affirmative statement
+ Q	affirmative question
-	negative statement
- Q	negative question

District Resources

Suggested Activities: Grade(s) ______

Example(s):

(- Q) 1. Won't you be cold without a coat?
(+) 2. Your answer is correct.
(+ Q) 3. Will you help me with my homework?
(-) 4. I didn't understand the assignment.
(- Q) 5. I will see you tomorrow, won't I?

- Give the students sentences to transform from one form to another.

Example(s):

1. Today is the shortest day of the year.

   Isn't today the shortest day of the year? ______
   (negative question)

2. My Mother does not enjoy baseball.

   My Mother does enjoy baseball
   (affirmative statement)

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to substitute the correct pronouns for nouns.

State Goal	1,8,10
District Goal	
Program Goal	3,7,8

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Substituting
Group Size: small groups, entire class
Materials: worksheet

Procedure(s):

- Give student a list of several personal pronouns including it.

I
you
he
she
mine
we
they
my
it
his
you
yours
her
hers
me
our
ours
their
theirs
him
us
them

- In ten given sentences, have the students substitute a pronoun for a noun.

1. I've met Mr. Smith.
2. I can introduce Bigfoot to the president.
3. Rover sleeps in my bed.
4. Brian sits next to Bill.
5. Ida and I played a duet.
6. He and Dracula have lead roles.
7. Grandmother stayed with the Big Bad Wolf.
8. Bats live in Everett.
9. The pilot searched the forest area.
10. Some teachers ski well.

- Have the students write a minimum of two paragraphs substituting pronouns for nouns.

Variation:

- Give students a paragraph that contains only nouns and proper nouns but no pronouns. Have students rewrite the paragraph substituting personal pronouns and it appropriately.

Suggested Monitoring Procedures

Have students trade papers so they may evaluate each others papers.

Pronoun Rating Scale

Qualities:	Often	Seldom	Never
Student uses pronouns when writing			
Can pick out pronouns			

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to select the correct nominative pronoun in a compound subject or predicate nominative position.

State Goal	1,8,10
District Goal	
Program Goal	3,7,8

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Sam Houston
Group Size: entire class
Materials: paper, pencil

Procedure(s):

. Have the students draw a line under the correct pronoun given in parentheses.

1. Joan and (we, us) learned that Sam moved to Texas.
2. It was (he, him) who had a trading post in this country.
3. It was (me, I) who knew that the Americans who lived in Texas wanted to be free from Mexico.
4. Joan told us that Sam's army defeated the Mexican army.
5. (Her, She) and (I, me) discovered that Texas joined the Union in 1845.
6. Sam Houston worked hard for the state of Texas.
7. Wasn't it (he, him) who was the governor of Texas?
8. (He, Him) and (I, me) know that a city was named in honor of Sam Houston.

Suggested Monitoring Procedures

Possible Resources

Writing Continuum Handbook
Mukilteo School District No. 6

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to select the correct objective pronoun in compound objective positions.

State Goal	1,8,10
District Goal	
Program Goal	3,7,8

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title:	Pronouns in Pairs
Group Size:	entire class
Materials:	paper, pencil

Procedure(s):

- Review with students;
  When you tell who does something, use the pronouns I, he, she, or they.
  After such words as told, give, heard, from, to, for, by or with the pronouns, use her, him, them, or me.
- Have students circle the correct pronouns given in parentheses.

NIAGARA FALLS

1. Jack and Gayle told (him, he) and (she, her) about their trip.
2. (Him, He) and (she, her) went to Niagara Falls last summer.
3. They showed (they, them) and (she, her) some pictures of the falls.
4. The pictures were taken by (him, he) and (she, her).
5. Jack told (she, her) and (I, me) that the falls are 160 feet high.

Suggested Monitoring Procedures

Possible Resources

Writing Continuum Handbook
Mukilteo School District No. 6

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to select the verb form, singular or plural, which agrees with the subject, i.e., The boy (run, runs) to the park. B. The student is able to use the correct present, past, future, and past participle form of verbs.

State Goal	1,8,10
District Goal	
Program Goal	3,7,8

Related Area(s)

Suggested Activities: Grade(s) 7-8

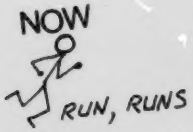
Suggested Monitoring Procedures

Possible Resources

Title: Identifying Verb Forms
Group Size: entire class
Materials: overhead projector, prepared transparency, transparency pens optional: index cards (prepared)

Procedure(s):

- Place a list of verbs on the board. They should be relevant to grade level.
- Review the fact that verb form depends on who does the action, and when it is done.
- Place prepared transparency on the overhead so that it projects the following:



Note: this illustrates present-singular. He runs, (he, she, it) or plain verb form (I), I run.

- Select a verb from the list and discuss its correct form as present-singular.
- Write the correct form in the space at bottom of transparency.
- Rearrange the overlays to project the following:

Note: ask, does the verb form apply now? Could it be different and still be correct?

- Leave the verb form the same as in present singular form. Example: run.

District Resources

Suggested Activities: Grade(s) ______

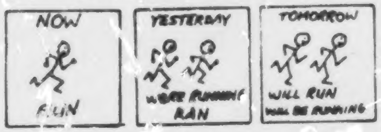
Suggested Monitoring Procedures

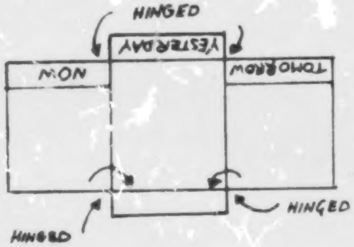
Possible Resources

- Continue by rearranging overlays to project the following:

Discuss need for helping verb when talking about future tense.

- Continue working with the same verb by changing overlay to project:





Note: as forms are discovered, they could be placed under headings on the chalkboard (plain, singular, plural, past, present participle, past participle, future)

District Resources

Variation(s):

- Allow individuals to select a verb. The teacher arranges the overlays to a certain situation. The student must provide a correct verb form.
- Time categories (now, yesterday, tomorrow) could be written on index cards along with cards having plain verbs written on them. They could be placed face down in decks where individuals could select one from the time pile, who pile and verb pile. They could then say a correct verb form.

SMALL SCHO PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to use adverbs or adverb phrases to determine how, when, where and how often.

State Goal 1,8,10

District Goal

Program Goal 3,7,8

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Tom Swifties (Adverb Game)
Group Size: small group, entire class
Materials: list of "Swifties", chalkboard

Procedure(s):

- The technique of "Swifties" is to match an adverb with an action verb and thus form a self descriptive sentence. In the first example below, the adverb "lamely" relates to the action in the sentence.
- Start the game by writing on the board or having a worksheet of several examples of "Swifties".

Example(s):

"I broke my leg," said Tom lamely.
"Here comes the steamroller," said Tom flatly.
"My, aren't we sharp tonight," said Tom cuttingly.
"I'll dig something up for you," she said gravely.

- Try having the group make up some of their own orally following the examples.

Title: Recognizing Adverbs
Group Size: entire class
Materials: pencil, paper

Procedure(s):

- Have students enliven sentences through the use of adverbs.
- Correct student's oral responses.
- Have the students rewrite the following sentences adding appropriate effective adverbs or adverb phrases.

Example(s):

1. Sue (quickly) stepped into the store.
2. Dan dropped the ball (hurriedly).

Suggested Monitoring Procedures

Observe student reaction during the oral skills section. Collect and record results of the written assignments.

Possible Resources

Tacoma

District Resources

Mukilteo School District 1976, pages 7-17

Suggested Activities: Grade(s) ______

3. The boat sailed (rapidly) across the lake.
4. The mat rolled (quickly) down the hill.
5. The outfielder threw the ball (to first base).

Title: How, When, Where
Group Size: small group, entire class
Materials: several pages of single paragraphs as well as short stories, worksheet

Procedure(s):

- Have students read a paragraph and underline the how, when, and where words.
- After students finish reading a paragraph, then ask specific questions relating to the use of adverbs.
- Write a paragraph omitting the adverbs and have students fill in as they read.

Suggested Monitoring Procedures

Check students' work.

Possible Resources

District Resources

SUBJECT: Language Arts

SPECIFIC AREA: Written Expression: Practical-Capitalization

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
The student is able to:							
Use capital letters when writing:							
. proper nouns, i.e., Bill, Spain, April.		4					
. abbreviation of proper nouns, i.e., Feb., Dr., Sat.		4					
. the first word of the greeting and closing of a letter, i.e., My Dear Bill, Sincerely yours.		4					
. titles of respect, i.e., Queen Elizabeth, Mr. President.		4-5					
. the first word in a line of traditional poetry, i.e., Our fears in Banguo Stick deep: and in his royalty of nature Reigns that which would be feared. Shakespeare		4-6					
. direct quotations, i.e., she asked, "May I assist you?"		5-6					
. titles of books, stories, TV programs, works of art, i.e., A Tale of Two Cities, Blue Boy, Upstairs, Downstairs.		5-6					
. proper adjectives, i.e., Roman customs, Belgian hare.	55	5-7					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

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SMALL SCHO[illegible] PROJECT - Working Copy

Suggested Objective Placement 5-7

Student Learning Objective(s) The student is able to use capital letters when writing proper adjectives, i.e., Roman customs, Belgian hare.

State Goal	1,8,10
District Goal	
Program Goal	

Related Area(s)

Suggested Activities: Grade(s) 7

Title: Another Adjective
Group Size: entire class
Materials: worksheet

Procedure(s):

- Remind students that a proper adjective is formed from a proper noun. (It is always capitalized,)
- Write the following on overhead projector and discuss:

PROPER NOUN	PROPER ADJECTIVE
America	an American artist
Europe	the European way of life
Pacific	a Pacific salmon
China	Chinese cooking

- Copy the following paragraph on a worksheet and have the students list in order the proper adjectives with accompanying nouns, capitalizing each proper adjective correctly.
- Swiss cheese and danish pastry are among the choicest european foods. However, french cooking is the type of cooking I like best. It contains spicier sauces than american cooking but, the taste is perfect. asian food is interesting, too, and the chinese people are the real experts on the asian continent. Actually, you don't have to go to europe or asia to enjoy exotic foods. A seattle or san francisco resident can do just as well right in his/her own home town.

Suggested Monitoring Procedures

Possible Resources

Harbrace, Language for Daily Use

District Resources

Suggested Activities: Grade(s) ______

Title: Capitalizing Proper Adjectives
Group Size: entire class
Materials: blackboard, chalk

Procedure(s):

- Review capitalization of proper adjectives during class discussion. (Adjectives derived from proper nouns [Roosevelt era, Parisian styles] are capitalized.)
- With student suggestions, list on the board proper adjectives with nouns.
  Example:
  Roman numerals, Swedish steel
- Put a list of ten nouns on the board that could have a proper adjective attached.
- Have students think of the proper adjectives and write them on the board with the appropriate nouns, capitalized correctly.

Variations:

- Have the students list products to be bought that show a proper adjective with the noun.
  Example:
  Ford cars, Mack trucks, Samsonite luggage
- Give students a list of places (about ten) such as: Seattle, Snohomish, Washington.
- Have them think of non-capitalized nouns to go with them.
  Example:
  Seattle streets, Snohomish schools, Washington rivers.

Suggested Monitoring Procedures

Proper spelling should be encouraged.

Be aware that students will tend to capitalize the noun. Check this.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

[illegible]BJECT: Language Arts

SPECIFIC AREA: Written Expression: Practical - Punctuation

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. a declarative sentence makes a statement and ends in a period, i.e., Some mushrooms are edible.		4-8					
. an interrogative sentence asks a question and ends with a question mark, i.e., Is this mushroom edible?		4-8					
. an imperative sentence makes a request or gives a command and ends with a period, i.e., Please pick only edible mushrooms.		4-8					
. an exclamatory sentence expresses strong feelings or emotions and ends with an exclamation point, i.e., This mushroom is poisonous!		4-8					
The student is able to:							
. punctuate declarative, interrogative and exclamatory sentences.	59	4-8					
. use Commas to punctuate:							
. words, phrases and clauses in a series.	61	4-8					
. addresses, dates and letters.		4-6					
. introductory words, phrases and dependent clauses. (If you don't hurry, you'll be late.) (No, you can't go.)	63	4-8					
. coordinating conjunctions. (He wanted to go to Mexico, but he wanted to learn the language first.)		7-8					
. interrupting elements: parenthetical expressions, nouns or appositives. (Our house, which was ten years old, burned to the ground.) (Come in, John, and help.) (John, however, said no.)	65	7-8					
. direct quotations.		4-8					
. use Apostrophes to punctuate:							
. contractions.	67	4-8					
. possessives (both singular and plural).	69	6-8					
. use Quotation Marks to punctuate:							
. titles of short stories, articles, songs, poems.	71	4-8					
. direct uninterrupted quotations.	73-	4-8					
. direct interrupted quotations.	73-	7-8					
. dialogue.	73-	7-8					
. use Hyphens to punctuate:							
. compound numbers.	77	4-6					
. words divided at the end of a line.	77	4-8					
. compound words, i.e., brother-in-law.	79	6-8					

SUBJECT: Language Arts

SPECIFIC AREA: Written Expression: Practical - Punctuation

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
The student is able to:							
. use Semicolon to punctuate:							
. compound sentences, i.e., The man ran into the curbing; he couldn't believe his eyes.	81	7-8					
. compound complex sentences, i.e., The man, who was careful by nature, ran into the curbing; he couldn't believe his eyes.	83	7-8					
. use Colons to punctuate:							
. the greeting of a business letter, i.e., Dear Mr. Smith:	85	5-8					
. lists, i.e., ...includes the following: grain, apples, lumber.	85	5-8					
. hours and minutes, i.e., 9:25 a.m.	85	5-8					
. use Periods to punctuate:							
. abbreviations, i.e., Sat., Sept., Dr.	87	4-8					
. use Underlining:							
. when writing titles of books, i.e., Tale of Two Cities.	89	6-8					
. magazines, i.e., Newsweek.	89	6-8					
. plays, i.e., Taming of the Shrew.	89	6-8					
. names of newspapers, i.e., Everett Herald.	89	6-8					
The student values:							

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to punctuate declarative, interrogative and exclamatory sentences.

State Goal	1,8
District Goal	
Program Goal	2,7,10

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

123

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SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to use commas to punctuate words, phrases and clauses in a series.

State Goal	1,8
District Goal	
Program Goal	2,7,10

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: Words and Commas
Group Size:
Materials:
Procedure(s):

Title: Phrases and Commas
Group Size:
Materials:
Procedure(s):

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District Resources

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Suggested Activities: **Grade(s)** ______

Title: Clauses and Commas
Group Size:
Materials:

127

Suggested Monitoring Procedures

Possible Resources

District Resources

128

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to use commas to punctuate introductory words, phrases and dependent clause. (If you don't....). (No. .... go).

State Goal	1,8,10
District Goal	
Program Goal	2,7,10

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Introductory Words - Commas **Group Size:** **Materials:** **Procedure(s):**		
Title: Phrases and Commas **Group Size:** **Materials:** **Procedure(s):**		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
Title: Dependent Clauses and Commas Group Size: Materials: Procedure(s): 131		District Resources 132

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to punctuate interrupting elements: parenthetical expressions, nouns or appositives. (Our house, which was ten years old, burned to the ground.) (Come in, John, and help.) (John, however, said no.)

State Goal	1,8
District Goal	
Program Goal	2,7,10

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to use apostrophes to punctuate contractions.

State Goal	1,8
District Goal	
Program Goal	2,7,10

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 6-8

Student Learning Objective(s) The student is able to use apostrophes to punctuate possessives (both singular and plural).

State Goal	1,8
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Writing Possessives
Group Size: entire class
Materials: chalkboard, chalk

Procedure(s):

- Write on one side of the board the owner and thing possessed - the coat of Linda.
- On the other side of the board have the student form the possessive - Linda's coat.

  Examples of singular possessives:

. home of my neighbor	(neighbor's home)
. shoes of the boy	(boy's shoes)
. house of the father-in-law	(father-in-law's house)
. the boat of Robert and Jim	(Jim's and Robert's boat)

  Variation:
- Have students write sentences for each possessive listed on the board.
- Have students do a similar activity for plural possessives.
- Use plural possessives such as:

. choir of girls	(girls' choir)
. speeches of the mayor	(mayors' speeches)
. badges of the policemen	(policemens' badges)
. designers of the dresses	(dresses' designers)
. fur of the bears	(bears' fur)
. hats of the ladies	(ladies' hats)
. homes of my neighbors	(neighbors' homes)

Suggested Monitoring Procedures

Check for proper forming of the possessives.

Possible Resources

Our Language Today 5, American Book Company

The Arts and Skills of English 5 Holt, Rinehart and Winston.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
143		[illegible]

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement ______

Student Learning Objective(s) The student is able to use quotation marks to punctuate titles of short stories, articles, songs and poems.

State Goal	1,8
District Goal	
Program Goal	2,5,7

Related Area(s) ______

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
		District Resources
145		116

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to use quotation marks to punctuate direct uninterrupted quotations, direct interrupted quotations and dialogue. B. The student is able to use commas to punctuate direct quotations.

State Goal	1,8
District Goal	
Program Goal	2,5,7

Related Area(s) Capitalization

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: Direct Quotes
Group Size: individual, entire class
Materials: worksheet

Procedure(s):

- Explain to students that quotation marks are always used in pairs (facing each other) and placed around the exact words said by another person.
- Also explain that commas are used to set off quotations from the rest of the sentence.
- Practice with class punctuating sentences containing spoken words.
- Provide students with list of sentences containing spoken words and have them supply the correct punctuation.
  - Mary said, "Please come to my house on Saturday."
  - John yelled Help! Help! The boat is sinking.
  - Joan screamed watch the falling rock!
  - Jack remarked You certainly did a good job.
  - "Look at the beautiful flowers," exclaimed Louise!
  - I like so many ice cream flavors said Tom.
  - Walk carefully on the logs explained John to the hiking group.
  - When are you going to finish making the birthday surprise asked Margret?

Note: tell students that quotations (the exact words spoken by another) always begin with a capital letter.

- Also explain the correct placement of punctuation. Commas before the quotation marks with the quote comes after the speaker's name and commas within the quotation marks when speaker's name is mentioned last.

District Resources

Suggested Activities: Grade(s) ______

Title: Quotation Marks
Group Size: entire class
Materials: worksheet

Procedure(s):

- Use overhead projector to review use of quotation marks and commas.
- Write one or two sentences using quotations without the proper punctuation marks. Have students tell teacher how to punctuate correctly.
- Copy the following sentences on a worksheet, have the students punctuate correctly with commas and quotation marks.
  - Mother asked are you ready for dinner?
  - George exclaimed that's a terrible thing to say!
  - Spring will soon be here said Bob.
  - Let's go to the races said John.
  - Julie asked did you see the lovely roses?
  - My brother said I want to go home.
  - I know how to use quotation marks said Brad.
  - Yes Laurie said I understand that.
  - Why asked Mark did you get hurt?
  - Mrs. Miller said it was nice of you to drop by.

Title: Direct Interrupted Quotations
Group Size:
Materials:

Procedure(s):

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Suggested Monitoring Procedures

Teacher checks for proper punctuation on worksheets

Possible Resources

District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to use quotation marks to punctuate direct uninterrupted quotations, direct interrupted quotations and dialogue. B. The student is able to use commas to punctuate direct quotations.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Capture Those Words
Group Size: entire class
Materials: newspapers, comics

Procedure(s):

- Allow students to select a comic strip from a newspaper or other source.
- Tell them they are to relate exactly what was said, by whom, to who in a paragraph. They are to include quotations of words taken from the comic "bubbles".
- Tell students that words in the bubbles come directly from the mouth of the character and should go within quotation marks.
- They should do this assignment by correctly writing the quotations in the paragraphs using quotation marks and commas properly.
- Encourage them to be descriptive in giving details about when, where, how, etc.

Example:

- Have students submit their papers with their selected comic or cartoon attached. By making the comics into transparencies with the words blocked out, the students could present their works to the class using the transparencies as visual aids.

Title: Analyzing Conversation for Punctuation
Group Size: entire class
Materials: chalkboard, chalk

Procedure(s):

- Teacher writes a conversation on the board.

Suggested Monitoring Procedures

Observe students as they write. Have students read stories to class and encourage discussion.

Collect and correct student papers.

Repeat the exercise if more practice is needed.

Possible Resources

Comic books, newspapers.

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

- Student reads it aloud.
- Students compare it with other conversations in books.
- Students make conclusions about punctuation of quotations.
- Teacher helps students arrive at the proper rules.

Variations:

- Two students converse briefly in front of the room.
- Students write the conversation.
- Teacher helps students to form rules for punctuating conversation.

District Resources

SMALL SCH[illegible]S PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to use hyphens to punctuate compound numbers.

B. The student is able to use hyphens to punctuate words divided at the end of a line.

State Goal	1,8
District Goal	
Program Goal	2,5,7

Related Area(s) Reading-Syllables; Mathematics-Writing Numbers

Suggested Activities: Grade(s) 7-8

Title: Writing Numbers
Group Size: individual, entire class
Materials:

Procedure(s):

- Have students read number words hyphening with ten through twenty-one.
- Have students tell what they notice about all numbers written as two words. (A hyphen is used.)
- Explain that a hyphen is used when writing numbers to show that the two words are considered as one word.
- Provide students with models of hyphenated number words. Have students practice writing them

Title: Dividing Words in Syllables
Group Size: individual, entire class
Materials: tagboard, scissors

Procedure(s):

- Students write vocabulary words on tagboard.
- Cut tagboard at syllables and separate with a hyphen where word can be divided at one end of a line.

Variation(s):

- Teacher dictates words, instructing students to put hyphen in correct place for dividing the word.
- On a worksheet list words with which students have trouble.
- Have them divide between syllables and put a hyphen where the word can be divided at the end of a line.

Extension:

- Give students a written selection with several words.

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Suggested Monitoring Procedures

Check proper division of words into syllables.

Possible Resources

Our Language Today
American Book Company

The Arts and Skills of English
Holt, Rhinehart and Winston

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
. Give students a written selection with several words divided, using a hyphen, at the end of lines. Have students determine if the words have been hyphenated correctly. Students may need to use a dictionary for this activity.		
		District Resources

SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student is able to use hyphens to punctuate compound words, i.e., brother-in-law.

State Goal 1,8
District Goal
Program Goal 2,7

Related Area(s) Syllables

Suggested Activities: Grade(s) 7-8

Title: Deal A Compound Word
Group Size: small groups (4)
Materials: blank cards for game (approximately 40)

Procedure(s):

- Teacher writes on each card one part of a compound word. Complete a deck of approximately forty cards with twenty compound words.
- A group of four students plays game with dealer giving six cards to each student.
- Players take turns making compound word combinations. If the player doesn't have a combination in hand, he/she draws one card at a time from either the discard pile or regular pile and discards one card with each draw until he/she can make a compound combination to lay down.
- Game ends when one player uses all of his/her cards.
- One point is given for each match, five points for going out.

Title: Compound Blanks
Group Size: entire class
Materials: worksheet

Procedure(s):

- Devise a worksheet so that students can practice where to divide compound words using a hyphen.

Example(s):

chalkboard	chalk-board
cupboard	cup-board
newspaper	news-paper
airplane	air-plane

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Suggested Monitoring Procedures

Teacher can watch students playing game and answer questions.

Possible Resources

Spelling books, language books, reading vocabulary.

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to use semicolons to punctuate compound sentences, i.e., The man ran into the curbing; he couldn't believe his eyes.

State Goal	1,8
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Compound Sentence **Group Size:** **Materials:**		
		District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to use semicolon to punctuate compound complex sentences, i.e., The man, who was careful by nature, ran into the curbing; he couldn't believe his eyes.

State Goal	1,8
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
171		172

SMALL SCHO PROJECT - Working Copy

Suggested Objective Placement 5-8

Student Learning Objective(s) A. The student is able to use colons to punctuate the greeting of a business letter, i.e., Dear Mr. Smith:. B. The student is able to use colons to punctuate lists, i.e., ... includes the following: grain, apples, lumber. C. The student is able to use colons to punctuate hours and minutes, i.e., 9:25 a.m.

State Goal	1,8,10
District Goal	
Program Goal	3,5,6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to use periods to punctuate abbreviations, i.e., Sat., Sept., Dr. .

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHO PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to use underlining when writing titles of books, i.e., Tale of Two Cities. B. The student is able to use underlining when writing titles of magazines, i.e., Newsweek. C. The student is able to use underlining when writing titles of plays, i.e., Taming of the Shrew. D. The student is able to use underlining when writing names of newspapers, i.e., Everett Herald.

State Goal	1,8
District Goal	
Program Goal	3,5,6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources

District Resources

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SUBJECT: Language Arts

SPECIFIC AREA: Written Expression: Practical - Sentences

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. a sentence usually expresses a complete thought.		4-6					
The student is able to:							
*. write a complete simple sentence, i.e., John saw the train. Some dogs barked. Most birds are small. The man is a teacher. Mother bought me some candy. Ann called this tree a maple.		4-6					
. write statements, questions, commands and exclamations.		4-6					
*. answer a question with a clear and complete written sentence.		4-6					
. combine in writing basic sentence patterns by coordination, i.e., and, but, or.	93	7-8					
. combine in writing basic sentence patterns by subordination, i.e., therefore, hence.	95	7-8					
. vary word order in a given sentence, i.e., reverse n-v order, start sentence with an adverb or prepositional phrase.	97	7-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to combine in writing basic sentence patterns by coordination, i.e., and, but, or.

State Goal	1,8,10
District Goal	
Program Goal	2,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: Coordinated Sentences
Group Size: entire class
Materials: index cards

Procedure(s):

- Discuss the use of coordinating conjunctions when combining simple compound sentences.
  Example(s) of coordinators: and, but, or, for.
- Write simple sentences on index cards, one sentence per card. Have enough cards for at least two per student.
- A student draws two cards and decides if the sentences can be combined into one sentence by using one of the coordinators discussed;
  Example(s):
  Cards
  Joey rode his bicycle.
  John sat on the porch.
  Student:
  Joey rode his bicycle, but John sat on the porch.
- Students do this exercise orally, with teacher helping those having difficulty.
- Student then chooses next player to draw two more cards and continue with the exercise.
  Variation(s):
- This can be played by two teams. Individuals perform the exercise and accumulate team points with correct answers. The teacher should probably be the final judge about the correctness of answers.

District Resources

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
. A worksheet could list several simple sentences and the coordinators needed, i.e., and, but, or, for. Students complete the sentences by using a coordinator and another simple sentence of their own devising. Example: Sally went to the store, but she forgot her money.		
		District Resources

SMALL SCHO[illegible] PROJECT - Working Copy

Suggested Objective Placement 7-8

State Goal	1,8,10
District Goal	
Program Goal	2,6,7

Student Learning Objective(s) The student is able to combine in writing basic sentence patterns by subordination, i. e., therefore, hence.

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Subordinator/Subordinatee
Group Size: pairs, small groups (2 teams)
Materials: index cards, worksheet

Procedure(s):

- Write a subordinate word on each card.
  Examples: because, although, since, after, while, hence.
- Divide students into two teams or pairs.
- Have one team/pair write a statement about any subject.
  Examples: Bobby is making soup,
  Sally baked cookies.
- The other team/pair then selects a card and using the subordinator given on the card, completes the statement without hearing what the statement is.
  Examples: hence there is no sun.
  since mother has a broken arm.
- Both statements are than read in sequence and incongruities are enjoyed and discussed.
  Example: Bobby is making soup, hence there is no sun.
  Sally baked cookies, since mother has a broken arm.
- Each student writes three facts they have learned about subordination: i.e., the two parts of the sentence must be related, one must depend on the other.

Suggested Monitoring Procedures

Teacher guide exercise and solve problems through class discussion.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Variation:

- Prepare worksheet for students on which: 1) ten first parts of sentences are listed with a subordinator. Students must complete second part of sentence, i.e., Sally baked cookies, because ________________________________.
  2) ten second parts of sentences are listed with subordinator. Students complete first part, i.e., ________________________, because I was hungry.
  3) ten subordinators only are listed. Students write a complete sentence for each.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to vary word order in a given sentence, i.e., reverse n-v order, start sentence with an adverb or prepositional phrase.

State Goal	1,8,10
District Goal	
Program Goal	2,6,7

Related Area(s) Reading for clarity (proofreading)

Suggested Activities: Grade(s) 7-8

Title: What Does It Really Mean?
Group Size: individual, entire class
Materials: worksheet

Procedure(s):

- Worksheet consists of sentences with misplaced modifiers (MM).
  Example: "Mary liked the picture of Bob playing football on the table."
- Have some corrected sentences mixed in.
- Students rewrite each sentence changing the word order to make a complete, sensible sentence.
- If sentence is correct, the student places a "C" by it.

Variation:

- Have students construct MM sentences and exchange with a friend to correct.

Suggested Monitoring Procedures

Correct the worksheet.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: **Language Arts**

SPECIFIC AREA: **Written Expression: Practical - Paragraphs**

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. a well written paragraph has one main idea.	101	4-8					
. a paragraph usually has a logical arrangement of details.	103	4-8					
. a paragraph usally has a topic sentence.	105	6-8					
The student is able to:							
Given Materials:							
*. write a paragraph of at least three sentences when given a topic.		4-6					
. organize and write details into a unified (single topic) paragraph when given material.	103	5-6					
Original Paragraphs:							
. select a paragraph topic.	105	6-8					
. formulate supportive details for selected paragraph topic.	107	6-8					
. formulate conclusion for paragraph.	109	6-8					
. write an expository paragraph with topic sentence, supporting details and conclusion (at least five sentences).	111-	6-8					
. formulate transitory statement for paragraph writing.	113	7-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) The student knows a paragraph has one main idea.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s) Topic Sentences

Suggested Activities: Grade(s) 7-8

Title: The Best Fit (topic sentences)
Group Size: entire class
Materials: worksheet

Procedure(s):

- Write several paragraphs on a worksheet with four statements about each paragraph in multiple choice fashion.
- The student then selects the best answer and places an M-main idea; N-too narrow; B-too broad; or I-irrelevant, in the blank.

Example:

Mom likes cats. She enjoys their purring. She likes to hold and pet them. Kittens make her laugh.

M a. Mom likes cats for many reasons.
N b. Mom likes kittens because they make her laugh.
B c. Mom likes all animals that make sounds like purring.
I d. Mom never leaves the cat in when she leaves the house.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows a paragraph usually has a logical arrangement of details. B. The student is able to organize and write details into a unified (single topic) paragraph when given material.

State Goal 1,8,10

District Goal

Program Goal 3,5,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Scramble, Unscramble
Group Size: entire class
Materials: overhead projector, chalkboard pencils, paper

Procedure(s):

- Students list the procedures or steps of an activity (how to prepare a baby bottle, how to clean an aquarium), not necessarily in order, for the teacher to write on the chalkboard or overhead.
- Students and teacher look at sentences and number them in logical order.
- Students in small groups, write scrambled process and give to another group to put into logical order.
- Students can do above procedure on an individual basis.

Variation:

- (7-8) Students can then write the sentences in logical order in paragraph form. Topics can be chosen that have more individual appeal, i.e., how to change a bike tire, how to clean a fish, how to groom a horse for a show, how to plant a garden, etc..

Title: Order Please
Group Size: pairs
Materials: lines and strips of paper, paragraphs from newspapers

Procedure(s):

- Teacher hands out paragraphs from newspaper articles to students (one paragraph per student) who then write each sentence on separate slips of paper.
- These slips of paper are traded with another student who then tries to put the sentences into the order

Suggested Monitoring Procedures

Teacher helps students by walking around to each group or individual and helping with the adding and deleting process.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

they were written in the newspaper article.

- Students check work by referring to the original article.

Title: Amazing Maze
Group Size: entire class
Materials: pencil, paper

Procedure(s):

- Students write a paragraph telling how to get from one point in the room to another without bumping into anything.
- Blindfold a student and have him/her follow the directions given in a student's paragraph as it is read aloud.
- This exercise can be repeated several times with a class or small group to familiarize the students with the need to express details in logical order.

Variation:

- Students may write and record paragraph instructions about a variety of behaviour and actions on tape for another group of students to listen to and follow.

Title: What's In The Middle
Group Size: entire class
Materials: pencils, paper

Procedure(s):

- Teacher gives students a topic sentence and concluding sentence that indicates a logical sequence of ideas to be written within the paragraph.

Example: "I have several things to do between the time the bus arrives at school and I get to my first class"...(student writes several sentences in sequence, and concludes with the given statement)... I finally arrived in class huffing and puffing just as the bell rang."

Variation:

- Students write their own topic sentence and conclusion to be filled in by another student.

Suggested Monitoring Procedures

Teacher guides class through initial exercise clarifying how students can better express details in logical, understandable sentences.

Teacher reads paragraphs and offers constructive criticism. and may decide to have students rewrite.

Possible Resources

District Resources

Suggested Objective Placement 6-8

State Goal	1,8,1
District Goal	
Program Goal	2,3,7

Student Learning Objective(s) A. The student knows a paragraph usually has a topic sentence. B. The student knows a well written paragraph has one main idea. C. The student is able to select a paragraph topic.

Related Area(s) Limiting subject

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: What About This
Group Size: entire class
Materials: pencil, paper

Procedure(s):

- Teacher gives students one word subjects from which they are to write topic sentences and identify the controlling idea.
- After several students have written topic sentences, they trade and choose someone else's, or use their own to develop a paragraph according to topic sentence.

Example:

Ants

Topic sentence: Ant colonies are made up of various working classes.

- Other suggested topics:
  bumper stickers
  ambition
  alchoholism
  driving age
  dishonesty
  diets
  conditioning mental/physical
  adoption

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows a paragraph usually has a topic sentence.

B. The student is able to formulate supportive details for a selected paragraph topic.

State Goal 1,8,10

District Goal

Program Goal 2,5,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Support Your Topic
Group Size: individual, small group, entire class
Materials: pencils, cards with name of a common object on each

Procedure(s):

- Students are given a card and are instructed to make a quick list of words and phrases that pertain to that object.

  Example:

  --hammer--

  pounds nails
  made of metal and wood
  buy at hardware store
  used by carpenters, handymen
  tool
  ouch

- Students are then asked to cross out any items that do not seem to fit; list all that are left in logical order, and form a generalization that can be stated in a topic sentence.
- The students write the topic sentence, then each of the items on the list into sentences. Some items may be combined to form compound sentences.
- Students then write a concluding sentence, if they see the need for it.

Suggested Monitoring Procedures

Teacher should walk around room answering questions, offering suggestions.

Finished paragraphs should be collected and read to see if the lesson is understood.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
		218

Suggested Objective Placement 6-8

Student Learning Objective(s) The student is able to formulate a conclusion for a paragraph.

State Goal	1,8,10
District Goal	
Program Goal	2,3,7

Related Area(s) Current events.

Suggested Activities: Grade(s) 7-8

Title: Finish It!
Group Size: entire class
Materials: newspaper, scissors, (optional: paste or tape)

Procedure(s):

- Each student cuts a paragraph from the newspaper. Then he/she cuts off the final sentence of that paragraph.
- The student gives the body of the paragraph to another student who then writes a new concluding sentence for it.
- After the concluding sentence is written, the original sentence is given to the writer for comparison.

Suggested Monitoring Procedures

Teacher circulates around the room, seeing how the students are doing, helping those having difficulty.

All parts, the paragraph, the cut-off sentence and the new concluding sentence could be pasted or taped to a single sheet to be turned in.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
221		222

SMALL SCHO[illegible]S PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) The student is able to write an expository paragraph with topic sentence, supporting details and conclusion (at least five sentences).

State Goal	1,8,10
District Goal	
Program Goal	2,7,8

Related Area(s) Outlining-Proofreading

Suggested Activities: Grade(s) 7-8

Title: Out of Order
Group Size: entire class
Materials: paper, pencils, worksheets

Procedure(s):

- Students are given worksheets numbered and lined in the following manner.

1. ______
3. ______
4. ______
5. ______
2. ______

- Students are instructed to write the following types of sentences on each line in numerical order.
- Line number one should be the topic sentence.
- Line number two should be the conclusion they expect to reach.
- Lines three, four and five should be the details that logically lead to the conclusion.
- After writing the sentences, proofreading them, and making any necessary corrections, the sentences should be copied into proper paragraph form on a clean sheet of paper.

Suggested Monitoring Procedures

Paragraphs and worksheets could be read and commented on by the teacher.

Paragraphs could be shared aloud and commented on by other students.

Teacher could initiate discussion of the ease or difficulty of this exercise.

Possible Resources

Books:

District adopted Language Arts text

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
225		226

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to write an expository paragraph with topic sentence, supporting details and conclusion (at least five sentences). B. The student is able to formulate a transitory statement for paragraph writing.

State Goal	1,8,10
District Goal	
Program Goal	2,7,8

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Pairs of Paragraphs
Group Size: pairs, entire class
Materials: paper, pencils

Procedure(s):

- Students are instructed in the formulation of expository paragraphs.
- Each pair of students is given two related topic words or phrases.
  Examples: Sports cars, racing cars; making pies, making cakes; daisies, dandelions.
- Each member of the pair chooses one of the topic words and writes an expository paragraph about it.
- Members of the pair work together to formulate a transitory statement that indicates the relationship between the two paragraphs.
  Examples: A transitory statement between a paragraph on daisies leading into a paragraph on dandelions; "Another brightly colored flowering weed found in many lawns and fields is the dandelion."
- Share paragraphs and transitory statements orally and invite discussion.

Title: Tie em' Together
Group Size: entire class
Materials: teacher prepared worksheets

Procedure(s):

- Students are given worksheets that have pairs of related paragraphs written with spaces between them.
- Students are instructed to write a sentence that would logically connect the two paragraphs of each pair.

Suggested Monitoring Procedures

Read and comment on paragraphs and transitory statements.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
. Students are instructed to indicate whether the transitory sentence could be added to the end of the first paragraph of the pair, or if it should be placed at the beginning of the second paragraph. Variation: . Worksheets could contain some paragraphs that would be impossible to relate with any transitory sentence and students would be instructed to skip these pairs or cross them out.		District adopted L.A. Text
		District Resources

BJECT: Language Arts

SPECIFIC AREA: Outlining

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. a Roman numeral in an outline identifies a main idea (topic).	119	4-8					
. a capital letter in an outline identifies a subtopic.	119	4-8					
. a numeral in an outline identifies a detail.	119	6-8					
The student is able to:							
. determine the main idea (topic) of a paragraph.		4-5					
. make an outline from given material which identifies the topic and subtopics of a paragraph.		5-6					
. make an outline from given material which identifies the topics and subtopics of multiple paragraphs.		5-6					
. identify supportive details of a paragraph.	117	6-8					
. make an outline from given material which identifies topics, subtopics, and supportive details.	119	6-8					
. make an outline identifying the topic and subtopics for writing an original paragraph.	121	6-8					
. identify supportive details to be included in original writing.	121	6-8					
. make an outline identifying topics, subtopics, and details for multiple paragraphs in original writing.	123	7-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING 233
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________

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SMALL SCHOO[illegible] PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) The student is able to identify supportive details of a paragraph.

State Goal	1
District Goal	
Program Goal	3,5

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Finding Details
Group Size: individuals
Materials: worksheet

Procedure(s):

- Hand out worksheet.
- Below the paragraph on the worksheet is part of an outline which shows the topic and the subtopics. The number of details needed is shown by the figures under the subtopics.
- Make the outline complete by filling in the details given in the paragraphs.

Example:

- Nature protects animals in many ways. A great many animals have colors that protect them. For example, polar bears are white, frogs are green, and many caterpillars, snakes and birds are the same colors as their natural homes. Many harmless flies are colored to look like bees and therefore left alone. The viceroy butterfly which tastes good to birds, is not eaten because it looks so much like the monarch butterfly, which birds will not eat.
- Other animals are protected by both their color and their form. The walking stick insect, the Indian dead leaf butterfly, and some other kinds of butterflies are invisible to the untrained eye in their natural surroundings. Nature thus protects these animals.

I. Nature's protection of animals
    A. Animals protected by color
        1.
        2.
        3.

Suggested Monitoring Procedures

Possible Resources

Writing Continuum Handbook, Mukilteo School District #6 Grade #5

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
4. 5. B. Animals protected by color and form 1. 2. . The teacher may want to begin with just one paragraph and have students identify the details for one paragraph before identifying the details for multiple paragraphs. . Write outline skeleton on board.		
. Class discusses which entries they had for each division.	Check and evaluate student responses during discussion.	
		District Resources

SMALL SCHO[illegible]S PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows a Roman numeral in an outline identifies a main idea (topic). B. The student knows a capital letter in an outline identifies a subtopic. C. The student knows a numeral in an outline identifies a detail. D. The student is able to make an outline from given material which identifies topics, subtopics, and supportive details.

Related Area(s)

State Goal	1,8,10
District Goal	
Program Goal	2,3,7

Suggested Activities: Grade(s) 7-8

Title: Outline Form

Group Size: small group, entire class

Materials: tagboard cards with Roman numerals and capital letters

Procedure(s):

- Make a set of tagboard cards containing Roman numerals and capital letters. A set of cards might contain the following cards, though sets could vary in the total number of cards.

Example:

I II A A B B C

1. 1. 2. 2. 3.

- Randomly pass out cards to students, one card per student.
- Have students place cards on a table in order to show the correct form of an outline.

Example: (see opposite side of page)

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

I

A

1.

2.

B

1.

2.

3.

II

A

B

C

- Have students record the outline form made with the cards.
- Shuffle cards and redistribute them to class members. Have students again form an outline using the cards.
- Have students compare the original outline form to the second outline form.
- Discuss with students why it is possible to arrange the cards into more than one correct outline form. (Make certain students indent the cards properly as they arrange the outline).

Extension:

- Give student a written selection. Have them identify the topics, subtopics and details. Have them arrange the topics, subtopics and details in correct outline form.

Suggested Monitoring Procedures

Possible Resources

District Resources

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SMALL SCHO[illegible] PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student is able to make an outline identifying the topic and subtopics for writing an original paragraph. B. The student is able to identify supportive details to be included in original writing.

State Goal	1,8,10
District Goal	
Program Goal	3,5,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Outlining
Group Size: small group, entire class
Materials:

Procedure(s):

. Discuss the four seasons of the year, and list them on the chalkboard.

  I. Spring
  II. Summer
  III. Fall
  IV. Winter

. Select any one of the seasons and prepare an outline for writing a paragraph about that season. Begin by identifying the subtopics to be included in the paragraph.

Example:

I. Spring
  A. weather
  B. flowers

. After subtopics have been listed, identify details to be included for each of the subtopics.

Example:

I. Spring
  A. weather
    1. rains in March
    2. sun in May
  B. flowers
    1. crocus
    2. daffodils
    3. tulips

. After supportive details have been identified, have class write a group paragraph. (Students dictate sentences to teacher and teacher writes them on the

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

chalkboard).

Sample Paragraph written from Outline:

During springtime many changes occur in the weather, and in the flowers that grow all around us. During March, it is often cold and raining, but by mid-May it is usually sunny and warm. As the weather changes, many changes are seen in the flowers that grow in the yard. First flowers to bloom are the crocus, but as the weather warms, colorful daffodils and tulips are everywhere.

. After paragraph is written, have students check the paragraph for a topic sentence. Also have student compare paragraph with outline to determine if the outline was truly followed when writing the paragraph

Extension:

. Have students make other outlines for paragraph writing. This may be done again as a class activity, or in small groups or individually.

. Using the other seasons of the year, and making outlines for them, lends itself nicely to outlining for multiple paragraph writing.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Student Learning Objective(s) The student is able to make an outline identifying topics, subtopics, and details for multiple paragraphs in original writing.

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Outlining

Group Size: small group, entire class

Materials:

Procedure(s):

- Discuss the four main parts (seasons) of the year and list them on the chalkboard.
  - I. Spring
  - II. Summer
  - III. Fall
  - IV. Winter
- The student should write on paper each main topic leaving several lines blank after each.
- Divide each of the main seasons into its parts using capital letters placed directly beneath the 1st letter of each season.
- Spring may be divided into early, middle, and late, or April, May, and June.
- Activity continues until each main topic has three subtopics.

Example:

- I. Spring
  - A. March
  - B. April
  - C. May
- II. Summer
  - A. June
  - B. July
  - C. August
- III. Fall
  - A. September
  - B. October
  - C. November

Suggested Monitoring Procedures

Ask for volunteers to write their outlines on the chalkboard. Check for form and content.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

IV. Winter
    A. December
    B. January
    C. February

- After topics and subtopics have been identified, have students fill in details for each subtopic using a numeral to identify each detail.

Example:

I. Spring
    A. March
        1. cold
        2. rainy
        3. sometimes snow
    B. April
        1. rainy
        2. some nice days
    C. May
        1. sunny
        2. generally warm
        3. flowers

- Once the outline is complete, have students work as a class, or in small groups, to write paragraphs using the outline as their guide.

District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows a Roman numeral in an outline identifies a main idea (topic). B. The student knows a capital letter in an outline identifies a subtopic. C. The student knows a numeral in an outline identifies a detail. D. The student is able to make an outline identifying topics, subtopics and details for multiple paragraphs in original writing.

Related Area(s)

State Goal	1,8,10
District Goal	
Program Goal	2,3,5,7

Suggested Activities: Grade(s) 7-8

Title: Outline Form
Group entire class
Materials: tagboard cards with Roman numerals, capital letters and numerals

Procedure(s):

- Make a set of tagboard cards containing Roman numerals, capital letters and numerals.
- A set of cards might contain the following cards, though sets could vary in the total number of cards.

Example:

I II III A B A B A B C

1 2 1 2 3 1 2 1 2 1 2 3

- Randomly pass cards to students - one per student. (see opposite side of page for example)

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources

. Have students place cards on a table in order to show the correct form of an outline.

Example:

I
- A
  - 1.
  - 2.
- B
  - 1.
  - 2.
  - 3.

II
- A
  - 1.
  - 2.
- B.
  - 1.
  - 2.

III
- A
  - 1.
  - 2.
  - 3.

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows a Roman numeral in an outline identifies a main idea (topic). B. The student knows a capital letter in an outline identifies a subtopic. C. The student knows a numeral in an outline identifies a detail. D. The student is able to make an outline identifying topics, subtopics and details for multiple paragraphs in original writing.

Related Area(s)

State Goal	1,8,10
District Goal	
Program Goal	2,3,5,7

Suggested Activities: Grade(s) 7-8

Suggested Monitoring Procedures

Possible Resources

- Have students record the outline form made with the cards.
- Shuffle cards and redistribute them to class members. Have students again form an outline form using the cards.
- Have students compare the original outline form to the second outline form.
- Discuss with students why it is possible to arrange the cards into more than one correct outline order. Make certain students indent the cards properly as they arrange the outline.

Title: The Skeleton
Group Size: small group, entire class
Materials: prepared transparencies

Procedure(s):

- Use the following teacher prepared transparencies with students. Teacher may select any topic of interest to class when developing set of transparencies.
- Transparency one:

> What Is an Outline?
>
> A Skeleton
>
> or
>
> A frame
>
> An outline is the logical organization of ideas which forms the framework of any work

- Use this transparency when explaining (or reviewing) the purpose of an outline.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

- Transparency two:

I. Outlining -- Review
  - A. Choose a subject
  - B. Write down every related idea (subtopics and details) about the subject
  - C. Pick several main ideas (topics)
  - D. Group the other idea under the main headings as subtopics and details
  - E. Check to make sure
    - 1. all important facets are covered
    - 2. correct form
    - 3. natural sequence

- Use this transparency when discussing the difference between topics, subtopics and details. Also use this transparency when discussing the importance of notes and the organizing of notes into outline form.

- Transparency three:

1. Choose subject
   Example: ways of earning money
2. List facts - topics (subtopics, details)
   Example: factory work - waitress odd jobs, etc.
3. Organize facts into outline form

- Use this transparency when identifying a subject. In this case, the subject of "ways of earning money" has been identified. Also use this transparency when identifying the procedure students are to follow when making an outline.

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows a Roman numeral in an outline identifies a main idea (topic). B. The student knows a capital letter in an outline identifies a subtopic. C. The student knows a numeral in an outline identifies a detail. C. The student is able to make an outline identifying topics, subtopics, and details for multiple paragraphs in original writing.

State Goal	1,8,10
District Goal	
Program Goal	2,3,5,7

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

. Transparency four:

Ways of Earning Money

I. Self Employment

II. Work for others

. Use this transparency when discussing topics and the use of Roman Numerals to identify topics.

. Transparency five:

A. Unskilled work

B. Skilled Work

A. Indoor work

B. Outdoor work

. This transparency is an overlay to transparency four and should be used when discussing subtopics and the use of capital letters to identify subtopics.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

- Transparency six:

1. grass cutting
2. snow shoveling

1. radio repair
2. bicycle repair

1. child care
2. waiter

1. golf caddying
2. camp counseling

- This transparency is an overlay to transparencies four and five, and should be used when discussing details and the use of numerals to identify details.
- Make certain all overlay transparencies fit exactly on each other so correct form is evident.

District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to make an outline identifying topics, subtopics and details for multiple paragraphs in original writing.

State Goal	1,8,10
District Goal	
Program Goal	2,5,7

Related Area(s) Social Studies, report writing.

Suggested Activities: Grade(s) 7-8

Title: Outlining Using Notes
Group Size: individuals
Materials: notes on topic

Procedure(s):

- Students have taken notes on cards in preparation for writing a resource paper.
- Students divide cards into separate categories with cards from various resources on the same category together.
- Students list on paper the main categories they have found. For example, a paper or notes on sharks may be divided into:

Example:

I. Types (including physical characteristics)
II. Food
III. Habitat

- Under each main heading students list all the subtopics they have found concerning that category. For example, under I. Types they may list:

  A. Blue
  B. Tiger
  C. Nurse

- Under each subtopic have students put any details about the subheading under that subheading using 1., 2., etc.

Example:

I. Types
  A. Blue
    1. dorsal fin
    2. tail
  B. Tiger
    1.
    2.

Suggested Monitoring Procedures

Check outline written by students and write suggestions for improvements in the margin.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
- Students continue until all main heading, subheading, and details have been covered (that were in their notes). - Follow up the next day by reviewing outline form and discuss any difficulties the students may have encountered. - Have students use outline for organization of research paper. Notes should be used to supply content. - Have students write research paper during class time. This forces the student to be thorough without copying directly from a source. Especially effective if note cards are checked for summarizing and paraphrasing, instead of being copied.		
		District Resources

SUBJECT: Language Arts

SPECIFIC AREA: Written Expression: Practical - Report Writing

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. a report is the organization of ideas and information on one topic.	135-	7-8					
. parts of a report include: Title Page, Table of Contents, Introduction, Body, Conclusion and Bibliography.		7-8					
. the purpose of a report may be to inform, persuade, entertain.		7-8					
. the proper sequencing of the steps (procedure) to be taken when writing a report: theme (given or selected), narrow it to a topic; research (notetaking, outlining); formulate table of contents; write introduction, body, conclusion, bibliography.	139	7-8					
The student is able to:							
. do research for given or selected topic, i.e., notetaking and outlining.	141-	7-8					
. select a dominant category from a topic outline to form the body of the report.	135-	7-8					
. construct a Title Page which includes a title, author and date.	149	7-8					
*. construct a Table of Contents from a topic outline.	151	7-8					
*. write an introduction which arouses interest and which expresses the main idea and purpose of the report.	153	7-8					
. write body of report in coherent, related paragraphs based upon the dominant categories of the topic outline.	155	7-8					
*. write a logical and concise conclusion.	157	7-8					
. write a bibliography which includes all sources of information using correct format.	159-	7-8					
. put report together in an acceptable (booklet) form.	166	7-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows a report is the organization of ideas and information on one topic. B. The student is able to select a dominant category from a topic outline to form the body of a report.

State Goal	1,8
District Goal	
Program Goal	3,7,8

Related Area(s) Speech

Suggested Activities: Grade(s) 7-8

Title: Topic, Topic, Who's Got A Topic?
Group Size: entire class
Materials: pictures of various subjects from magazines, "show and tell" items brought by students, shoebox with hole in lid labeled "Our Idea Box"

Procedure(s):

- Students may have difficulty choosing appropriate topics for reports. The following are suggestions for making the process more interesting and easier:
  1. Tape or staple several pictures from magazines around the room showing a wide variety of subjects or objects.
  2. Have students discuss and list on chalkboard a variety of topics suggested by the pictures.
  3. Students bring for "show and tell" anything of interest and suggest why it might make a good report topic.
  4. On 3 x 5 index cards, students write a topic of possible interest for a report to put in "Our Idea Box."

  In small groups, students draw a card and discuss how the topic could be used in a report.
- While exploring possible topics, lead students to discuss how topics can be broken into limited, more manageable topics (subtopics) easier to cover in short reports.

  Example: Broad Topic; Dogs, Limited Topic (Subtopics); How to Train Dogs or How to Care For Dogs.

Suggested Monitoring Procedures

Evaluate topic suggestions during oral discussions.

Evaluate students' final topic selection and questions.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______

- Discuss what questions can be explored and answered in particular topics.
  Example: Topic: How To Care For Dogs
  Questions:
  1. Why is it important to care for dogs?
  2. Where can information about the care of dogs be found?
  3. What kinds of people care for dogs? (vets, pet food manufacturers, dog caretakers, PAWS, boys and girls, etc.).
- Have students finally choose a topic for a report and write two or three questions they would answer about the topic.

Title: Narrow is Neat
Group Size: entire class
Materials: index cards

Procedure(s):

- Explain to the students the assignment as to length, due date and form.
- Explain the importance of following directions exactly.
- Write some suggested topics on the blackboard.
  Example: Animals, Sports, Cars, Fish
- Have students make suggestions and list them all on the board.
- Point out that because the length of the paper is limited, some topics may have to be broken down into smaller topics in order to cover the subject thoroughly.
- Go over with students how to limit some of the topics on the board.
  Example: Animals; cats, house cats, training house cats. Sports; football plays, advantages and disadvantages of the T-formation.
- Ask the students to pick their topic by the next day and to bring a note card.
- Follow up: The next day take students to the library to explore reference materials for topics. They

Suggested Monitoring Procedures

Check the assignment by monitoring students as to the topic selected, and references.

Possible Resources

District Resources

SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows a report is the organization of ideas and information on one topic. B. The student is able to select a dominant category from a topic outline to form the body of a report.

State Goal	1,8
District Goal	
Program Goal	3,7

Related Area(s) Speech

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
should be familiar with where to find materials (card catalog, Dewey Decimal System, location of reference books). . Students write on the note card the topic and one resource where they found information about it.		
		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
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SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement ________

Student Learning Objective(s) The student knows the proper sequencing of the steps (procedure) to be taken when writing a report; theme (given or selected), narrow it to a topic; research (notetaking and outline); formulate table of contents; write introduction, body, conclusion, bibliography.

State Goal	1,4
District Goal	
Program Goal	2,3,7

Related Area(s) bibliography

(Each section of this objective is divided into smaller objectives for lengthy explanations. The following is a step by step process).

Suggested Activities: Grade(s) 7-8

Title: Step by Step
Group Size: entire class
Materials: worksheet

Procedure(s):

- Hand out worksheet containing information on how to compile a research unit step by step. It might include the following information
- Step I. Selecting Topic
  - A. Choose a topic of interest.
  - B. Limit topic.
    - 1. Avoid overly long or detailed subjects.
    - 2. Choose a topic that is not too difficult.
  - C. Choose a topic for which more than one source is needed.
    - 1. Make a list of questions that should be answered in report.
    - 2. After reading on the subject, student may add some questions, change some or drop some questions.
- Step II. Preparing A Working Bibliography
  - A. Using library tools to look up information
    - 1. Possible places to look:

books	atlases	yearbooks
magazines	encyclopedia	dictionaries
pamphlets	films	reference
newspapers	pictures	Who's Who
booklets	filmstrips	World Almanac

  - B. Locating Information in the library
    - 1. Card catalog
    - 2. Dewey Decimal System
    - 3. Reader's Guide to Periodical Literature

Suggested Monitoring Procedures

See "Put it All Together, It Sells Paper."

Possible Resources

Writing Continuum Handbook from Mukilteo School District for grade 5.

English Units to coordinate with Social Studies Pilot by Lynda Hughes, Edmonds School District.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

C. Preparing the working bibliography on cards.
  1. Reread question to be answered in report.
  2. Look up subjects in various reference books. (Don't forget to look under related topics--cross-reference.)
  3. Use correct form
    a. use note cards.
    b. make a separate card for each book and number book.
    c. put the following on each card:
      (1) card number in upper right hand corner
      (2) library card in upper right hand corner
      (3) author's name or editor's name
      (4) title and volume if from a set
      (5) place of publication
      (6) publisher
      (7) year of publication

- Step III. Reading and Taking Notes
  A. Locating Information in Books
    1. Look up sources listed on the card biographies.
    2. Check the table of contents and index to locate specific pages.
    3. Skim the pages quickly to see if there is any information.
    4. If valuable information is found, take notes. Never trust memory.
  B. Guides for Notetaking (see objective)
- Step IV. Assembling Notes and Writing the First Draft
- Step V. Writing the Final Draft and Bibliography
  A. Writing the Final draft (see objective)
  B. Conclusion (see objective)
  C. Bibliography (see objective)
- Read worksheet aloud and answer questions. Hand out criteria for final draft.

District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to do research for given or selected topic, i.e., notetaking and outlining.

State Goal	1,4
District Goal	
Program Goal	2,3,5

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Finding Facts
Group Size: entire class
Materials: index cards

Procedure(s):

- List the following topics on the blackboard:
  1. Family Life in the United States
  2. Caring For _________ (name a pet)
  3. How Teenagers Can Earn Money
  4. Why __________ Is My Hobby
  5. Safety Hazards In the Home
  6. Do Rules At School and Home Work?
  7. What Makes a Good TV or Radio Program?
  8. The Place of Sports in Education
- Students choose two topics and write from memory or experience ideas or information that could be included in a report on the topic.
- At the library, students research topics in any reference (magazine, book, encyclopedia, newspaper, etc.,). Note two facts about each topic on index cards, naming resources properly.

Title: Locating Information in Books
Group Size: individual, entire class
Materials: resources from library, bibliography cards which students have written

Procedure(s):

- Students look up sources as listed on their card bibliographies.
- Students check the Table of Contents and index to locate specific pages.

Suggested Monitoring Procedures

Teacher checks personal and reference notes.

Teacher checks on students to see if they are finding what they need.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

- Teacher tells students to skim the pages quickly to see if there is any information they need.
- If they find valuable information, take notes. Never read without taking notes. Never trust memory.

Title: Taking Notes
Group Size: individual, entire class
Materials: note cards

Procedure(s):

- Stress the guides for notetaking:
  1. Use note cards.
  2. Write the subject of each card on the top line.
  3. Write the bibliography card number of the source used.
  4. Put information in own words (see objective on paraphrasing).
  5. Express information briefly--in phrases, not sentences.
  6. Write the exact page number where information was found.
  7. Use a different card for each subject and each source.

Example: (notice informal outline style)

How Rocks form soil
by erosion
scoured by wind and sand
worn away by water
by weathering
split apart by heat and cold
split by water freezing in cracks

- Students have skimmed material and found usable information.
- Students begin taking notes on note cards.
- Stress the rationale for following this procedure, explain plagerizing.

Suggested Monitoring Procedures

Check note cards periodically.

Possible Resources

District Resources

SMALL SCHO PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to do research for given or selected topic, ~~i.e.,~~ notetaking and outlining.

State Goal	1,4
District Goal	
Program Goal	2,3,5

Related Area(s) An area which requires writing reports.

Suggested Activities: Grade(s) 7-8

Title: What Does It Say?
Group Size: individual
Materials: worksheet containing information selected from various resources

Procedure(s):

- Review the main ideas for taking notes.
  1. Students skim the material to see if it concerns any of the questions posed in their introduction. Pay special attention to pictures, graphs, headings, topic paragraphs and main sentences.
  2. As the student reads, ask the question, "What is the author trying to say?"
  3. Remind students that they will be writing notes rather than memorizing material.
- Review the process for writing notes. Students finishing the first three steps should go back over the section read.
- For each paragraph, write down the main idea or ideas in own words.
- Also jot down some of the most important facts that explain the main ideas.

  Example: If student is reading about occupations, and the paragraph in the book says: "Find out specific tasks performed by workers in an occupation. What tools, machines and materials are used in the performance of their work? Talk with people. Possibly you can arrange to visit them on the job and observe the work that they do. Try to imagine yourself actually working on the job and see how your interests and abilities match job requirements."

Suggested Monitoring Procedures

Collect the completed worksheets and read them aloud to the class. Select the ones that do the best job of following the directions, paraphrasing, and write them on the board. Return the students' papers and have them write the ones from the board onto their papers.

Possible Resources

Language for Daily Use by Mildred Dawson et. al.- New Harbrace Edition

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Possible Resources

- Students could take notes on the paragraph this way: Find out actual tasks done in job, visit plant or office and see if interests and abilities match the job requirements. (Notes still give the main ideas but are shorter, in a more useable form.)
- Hand out worksheets containing information.
- Students complete the paraphrasing of sentences, doing what the directions say that are in capital letters.

Example:

1. Thus, (in an inventory in Virginia in 1643, a 22 year-old white servant, with eight years to serve, was valued at 1,000 pounds), a white boy with...

   Take the part of the passage within the parentheses and write it in the form of a quote.

2. Regardless of the reasoning behind the singling out of Negroes, (as early as 1669 the law in Virginia implicitly viewed Negroes as property.)

   Take the part of the passage within the parentheses and write it in the form of a quote.

3. I had resided but a short time in Baltimore before I observed a marked difference, in the treatment of slaves, from that which I had witnessed in the country. A city slave is almost a free man, compared with a slave on a plantation. He/she is much better clothed and fed, and enjoys privileges altogether unknown to the slave on the plantation.

   Paraphrase this passage. There are four important points to include.

District Resources

SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to do research for given or selected topic i.e., notetaking and outlining.

State Goal 1.4

District Goal

Program Goal 2,3,5

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Preparing a Bibliography from Note Cards

Group Size: entire class

Materials: worksheet

Procedure(s):

- Go over bibliography form for note cards.
- Students go to the library and fill out each entry according to title at left of preliminary form using books, card catalog, Reader's Guide, and encyclopedia.
- Under each preliminary form, have students rewrite the entries into correct bibliographic form according to notes given on correct bibliography.
- Students look up possible resources for their selected topics and write the correct bibliographic form for these three resources. The resources must be of three different kinds, for example: books, encyclopedias and magazines.
- Tell students to reread the questions they wish answered in their report. The reference books they look up and write on their bibliography cards should be on related topics.
- Stress using correct form.
  - a. Use note cards.
  - b. Make a separate card for each book and number it.
    1. Card number in upper right-hand corner
    2. Library card number in the upper right-hand corner
    3. Correct bibliographic form.

See following page for examples of bibliographical entry forms.

Suggested Monitoring Procedures

Evaluate entry forms and final entries.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Suggested Resources
		District Resources

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PREPARING A BIBLIOGRAPHY

PART I (EXERCISES)

Entry From:
BOOK

PRELIMINARY FORM

AUTHOR: ______________________________

TITLE: ______________________________

PUBLISHER: ______________________________

COPYRIGHT DATE: ______________________________

FINAL FORM: (as would appear in bibliography)

____

____

Entry from:
CATALOG CARD

PRELIMINARY FORM

AUTHOR: ______________________________

TITLE: ______________________________

PUBLISHER: ______________________________

COPYRIGHT DATE: ______________________________

FINAL FORM:

____

____

Entry from:
MAGAZINE
ARTICLE
(with author)
(same form for
newspaper
article)

PRELIMINARY FORM

AUTHOR: ______________________________

TITLE: (of article) ______________________________

MAGAZINE: ______________________________

MAGAZINE DATE: ______________________________

PAGE(S): ______________________________

FINAL FORM:

____

____

Entry from:
MAGAZINE
ARTICLE
(without author)
(same form for
newspaper
article)

PRELIMINARY FORM

TITLE: ______________________________

MAGAZINE: ______________________________

DATE: ______________________________

PAGE(S) ______________________________

FINAL FORM

____

____

PRELIMINARY FORM

AUTHOR (IF GIVEN): ______________________________
(last name, first name)

TITLE OF ARTICLE: ______________________________

ENCYCLOPEDIA: ______________________________

COPYRIGHT (LATEST DATE): ______________________________

VOL. NO. ______________ PAGE(S) ______________

FINAL FORM

____

____

PART II

PUT ALL YOUR ENTRIES INTO ONE FINAL LIST (ALPHABETICAL ORDER) AS THEY WOULD APPEAR IN A RESEARCH PAPER.

____

____

____

____

____

____

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to construct a Title Page which includes a title, author and date.

State Goal	1,8
District Goal	
Program Goal	2,3,7

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOO PROJECT - Working Copy

Suggested Objective Placement 7-8

State Goal	1,8
District Goal	
Program Goal	2,3,8

Student Learning Objective(s) The student is able to construct a Table of Contents from a topic outline.

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 7-8

State Goal	1,7
District Goal	
Program Goal	2,3,7,8

Student Learning Objective(s) The student is able to write an introduction which arouses interest and which expresses the main idea and purpose of the report.

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Please Pick A Lulu **Group Size:** small groups, entire class **Materials:** tape containing several beginning topic sentences for a report topic, worksheet listing two or three topics with several beginning sentences for each	Teacher decides which papers she/he wants to check and evaluate.	

Procedure(s):

- Play the tape with several suggested beginning sentences for one topic.
- The class discusses which sentences are most interesting and appropriate for the topic.
- Hand out a worksheet that lists four or five topics and several introductory sentences with each.
- Students underline the introductory sentence for each topic that would interest them in reading the report.
- Discuss the choices during small group or class discussion with the students giving reasons why those sentences interest them.
- Students select a topic and write an introductory sentence. Share and discuss these in small groups.

Variation:

- Students create their own worksheet by choosing two or three topics and writing three introductory sentences for each to share with a partner or small group. Other(s) choose which introductory sentence would interest them in reading the report.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources

District Resources

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SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to write the body of a report in coherent, related paragraphs based upon the dominant categories of the topic outline.

State Goal	1,4
District Goal	
Program Goal	2,3,5

Related Area(s) Subjects requiring report writing.

Suggested Activities: Grade(s) 7-8

Title: The Assembly Line
Group Size: individual, entire class
Materials: students bring to class all the notes on note cards pertaining to their report topic

Procedure(s):

- Students do the following activities, either at a table or on the floor, so they have enough space to work.
- Assemble all note cards bearing the same subject title into one stack.
- Continue distributing all note cards into stacks.
- Reread each stack of note cards, comparing the stacks with each other and to the introductory questions.
- Reject any card or stack of cards containing information which is not relevant to the original questions.
- Arrange topics into logical sequence of presentation (see outline).
- Write the rough draft by putting the notes on the cards into sentences and paragraphs.
- Mark the places that need footnoting. (See objective on footnoting.)

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Suggested Monitoring Procedures

Teacher moves around the room, answers questions and helps students arrange their notes cards. Keep pointing out they are to follow the outline already completed (rough draft or formal) and they are to keep in mind the questions they posed in their introduction.

If you wish, you can collect the note cards at the time and go over them to see if they are organized according to the outline. If you want to make certain information is not copied out of the book, you can require students to write the paper in class using only their note cards and outline form. You should make this very clear at the beginning that you intend to do so.

Possible Resources

English Units to coordinate with Social Studies Pilot Program by Lynda Hughes, Edmonds School District.

District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement	7-8
State Goal	1,4
District Goal	
Program Goal	2,3,5,8

Student Learning Objective(s) The student is able to write a logical and concise conclusion.

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: The Living End
Group Size: entire class
Materials: recorded talk with several endings, student chosen topic and introduction for report, worksheet containing a short story or paragraph

Procedure(s):

- Record a talk with several endings including (1) a good one, (2) one that has nothing to do with the topic, and (3) one that is uninteresting.
- Play tape recording of report but stop before endings are given.
- Solicit possible endings from the class and write them on the board.
- Play the endings on the tape.
- Write them also on the board.
- Discuss (1) which one arouses the most interest, and (2) which one best follows the purpose stated at the beginning.
- Hand out paragraph. Read aloud and discuss possible endings and evaluate them.
- Have students previously select a topic for a report and have them already prepare an introduction to the report. In class have students write two possible opposite conclusions that they might reach after research.
- Have students read aloud their introduction and possible conclusions to the class.
- Students then listen to evaluations as to whether the endings kept to the topic and correctly answered the question(s) stated in the introduction.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to write a bibliography which includes all sources of information using correct format.

State Goal	1
District Goal	
Program Goal	2,3,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Practicing Bibliographical Formats
Group Size: entire class
Materials: prepared worksheets for each student; prepared bibliographical formats

Procedure(s):

- The importance and need for a bibliography has already been discussed with the class.
- Each student is given the guidelines for writing bibliographies. See following page.
- Briefly discuss with the class the different kinds of formats to be used.
- The students are then given the worksheet to do individually.

Example:

Worksheet for putting bibliography information on note cards.

Direction: Unscramble the following bibliography information and put it on the cards:

1. A book called: Summer is Boring written by Salley Strutters; published in Boston by the Globle Press in 1970; library number 398.

2. An article entitled, "Why I Learned the Guitar" by Joan Folksinger; published in *Life*, May 19, 1969, pp. 7-24.

Suggested Monitoring Procedures

Teacher observes and double checks student worksheets.

Teacher checks bibliographies on final student reports.

Possible Resources

English Units to Coordinate with Social Studies Pilot Program
grade 8
Lynda Hughes, June, 1971

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

3. Pages 81-103 in Sky Diver by Julie Roberts; published by the University of Washington Press, in Seattle in 1971; library number 742.

4. An article in 1970, the Colliers Encyclopedia called "Cassius Clay," in Volume 2, pp. 95-97.

- The students then correct their own work by looking at the overhead transparency provided by the teacher showing the correct format.
- The teacher circulates during checking procedure to aid students and to check progress.
- Extra practice can be provided, if needed, using a different worksheet and following the same procedure.
- Students should keep their guidelines for writing bibliographies with them during the time they are involved in writing a report.

District Resources

FORMATS FOR WRITING BIBLIOGRAPHIES

BOOKS

Author (last name first)
Title (company underlined)
Place of publication (city)
Name of publishing company
Year of publication
Period

Menke, Frank G., Sports Tales, New York, Little, Brown and Company, 1951

MAGAZINE ARTICLES

Author (last name first)
Title of article (in quotation marks)
Name of magazine (underlined)
Volume and page numbers
Date of issue
Period

Bagley, W.C. "My Visit To The Grand Canyon," National Geographic, LX 277-278, September 29, 1962.

PAMPHLETS

Author (Last name first)
Title (completely underlined)
Name of pamphlet series (if any in quotation marks followed by series number--place entire item in parenthesis)
Date of issue (if any)
Period

Strong, Robert G., The Importance of Radar, March, 1960.

NEWSPAPER ARTICLES

Author (if given, last name first)
Title of article (in quotation marks)
Name of newspaper (completely underlined)
Date of issue
Page number and section or part number (if given)
Period

Potter, Ralph, "Big Business," The Los Angeles Times, February 7, 1959, p. 30.

ENCYCLOPEDIAS

Author (if given, last name first)
Title of article (in quotation marks)
Name of encyclopedia (underlined)
Year of issue
Volume and page numbers
Period

"Drama," Encyclopedia Britannica (1945 ed.-VII, 598).

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to write a bibliography which includes all sources of information using correct format.

State Goal	1
District Goal	
Program Goal	2,3,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Follow That Form
Group Size: individuals, entire class
Materials: old library card catalog cards, worksheet, *Reader's Guide*

Procedure(s):

- Distribute old library catalog cards among students so that each has three different sources i.e., magazine, book, pamphlet and a *Reader's Guide*.
- Hand out bibliography worksheet format that shows how to write the following entries: books, parts of books, articles from magazines, newspapers, encyclopedias.
- Stress that the purpose of the bibliography is to list the resources used to obtain information about the topic, and where additional information can be found.
- Point out that punctuation rules must be observed.
- Using the old library catalog cards, *Reader's Guide* and worksheet, students write at least four references in alphabetical order using correct bibliographic form.

See following page for example of correct bibliographic form.

The previous numbered page in the original document was blank

Suggested Monitoring Procedures

Teacher checks student written bibliographies.

Possible Resources

District Resources

BIBLIOGRAPHIC FORM

BOOK

1. Author (last name, first name). 2. Title (underlined). 3. Publisher. 4. Copyright date. 5. Pages or chapter (if only part of a book is used).

Example: Boeckman, Charles. Cool, Hot and Blue. Robert B. Luce, 1968.

MAGAZINE ARTICLE (same form for NEWSPAPER ARTICLE)

1. Author (if known). 2. "Title of Article" (in quotation marks). 3. NAME OF MAGAZINE (underlined). 4. Date of magazine. 5. Pages.

Example: (Magazine article, with author)
Goldman, A. "Great Jazz Revival" in Life, May 29, 1970, p. 10.

Example: (Magazine article, no author)
"Professor Plays Jazz" in Ebony, May, 1970, pp. 104-6

ENCYCLOPEDIA ARTICLE

1. Author (if known). 2. "Title" (in quotation marks). 3. Name of encyclopedia (underlined). 4. Copyright date (the most recent). 5. Volume number. 6. Pages.

Example: Williams, Martin. "Jazz" in Encyclopedia Americana, 1971, Vol. 15, pp. 857-860.

WHAT DOES A FINAL BIBLIOGRAPHY LOOK LIKE?

NOTE: Using the examples on this page for the subject of research: JAZZ MUSIC, here is the form. The list is arranged in alphabetical order by author, when known; and by title, when entry has no author. A, AN, THE as the first word of a title is not considered. Use the second word.

Example(s):

Boeckman, Charles. Cool, Hot and Blue. Robert B. Luce, 1968.

Goldman, A. "Great Jazz Revival" in Life, May 29, 1970, p. 10

"Professor Plays Jazz" in Ebony, May, 1970, pp. 104-6

Williams, Martin. "Jazz" in Encyclopedia Americana, 1971, Vol. 15, pp. 857-860.

FORMATS FOR WRITING BIBLIOGRAPHIES

Books

Author (last name first)
Title (company underlined)
Place of publication (city)
Name of publishing company
Year of publication
Period

Menke, Frank G., Sports Tales, New York, Little, Brown and Company, 1951.

Magazine Articles

Author (last name first)
Title of article (in quotation marks)
Name of magazine (underlined)
Volume and page numbers
Date of issue
Period

Bagley, W.C. "My Visit To The Grand Canyon," National Geographic, LX 277-278, September 29, 1962.

Pamphlets

Author (last name first)
Title (completely underlined)
Name of pamphlet series (if any in quotation marks followed by series number--place entire item in parenthesis)
Date of issue (if any)
Period

Strong, Robers G., The Importance of Radar, March, 1960.

Newspaper Articles

Author (if given, last name first)
Title of article (in quotation marks)
Name of newspaper (completely underlined)
Date of issue
Page number and section or part number (if given)
Period

Potter, Ralph, "Big Business", The Los Angeles Times, February 7, 1959, p. 30.

Encyclopedias

Author (if given, last name first)
Title of article (in quotation marks)
Name of encyclopedia (underlined)
Year of issue
Volume and page numbers
Period

"Drama", Encyclopedia Britannica (1945 ed.-VII, 598).

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to put a report together in an appropriate booklet form.

State Goal 1

District Goal

Program Goal 3,5,7

Related Area(s) Any subject requiring report writing.

Suggested Activities: Grade(s) 7-8

Title: Put It All Together, It Spells Paper

Group Size: individual, entire class

Materials: worksheet containing criteria for finished product, students' edited rough draft, note cards and outline for their paper

Procedure(s):

- Students assemble all materials in class including notebook, paper, pencils, pens, rough draft and outline.
- Hand out worksheet that tells the order of the paper step by step.

Example:

1. Write clearly with ink.
2. Write only on one side of the paper.
3. Leave a margin at the sides, top and bottom of the paper.
4. Number all pages beginning with page 2.
5. Begin with the title page (see objective with title page).
6. Include table of contents if it's appropriate.
7. Write introduction on a separate piece of paper (see objective).
8. Begin revised rough draft following 1-4.
9. Conclusion is written on a separate sheet (see objective).
10. Bibliography is labeled and correct form followed on separate pages. These are the last pages in the report.

Students write paper (report) either during class or on their own time.

Suggested Monitoring Procedures

- Teacher is available for any questions and collects papers when completed.
- Some teachers may want to include an examination of the note cards, outline and rough draft to see how the students arrived at the final draft.
- Papers are graded according to:
  1. Neatness.
  2. Following form.
  3. Quality 1) whether the topic was stated clearly, and narrowed, 2) if the body stayed on the topic and if the questions were answered that were posed in the introduction, 3) if a conclusion was written.

Possible Resources

Form and Style in Thesis Writing
William Giles Campbell
Houghton-Mifflin Co.
Copyright 1954

The Research Paper Guide
Anthony C. Sherman
Pendulum Press Inc.
West Haven, Connecticut,
1970

District Resources

SUBJECT: **Language Arts**

SPECIFIC AREA: **Written Expression: Practical - Proofreading**

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. the first draft of writing usually requires proofreading and revision.	169	4-8					
. communication may be obscured by careless errors.	173	4-8					
The student is able to:							
. use proofreading to correct errors in: spelling, usage, punctuation, legibility.	169	4-8					
*. revise sentence structure including sentence fragments and run-on sentences.	171	4-7					
. evaluate written material and edit for clarity.	175	6-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

State Goal	1,8
District Goal	
Program Goal	3,7

Student Learning Objective(s) A. The student knows that the first draft of writing usually requires proofreading and revision. B. The student knows communication may be obscured by careless errors.

C. The student is able to use proofreading to correct errors in: spelling, usage, punctuation, legibility.

Related Area(s) ________

Suggested Activities: Grade(s) 7-8

Title: Proofreading as a Class Activity
Group Size: entire class
Materials: student paper, chalk, chalkboard, or copy of student's paper and overhead projector, pen

Procedure(s):

- After a writing lesson, the papers need to be read by the teacher to find common errors (commas, periods, quotation marks, need for varied sentence patterns, better use of language, such as similes, adjectives, adverbs, avoiding cliches, etc.).
- Examples of one or two of these problems can be written on the board without revealing the papers they came from.
  1. Have the class correct the examples together.
  2. Other less common mistakes can be pointed out briefly to be looked for in proofreading.
- After the papers are returned, each writer should proofread his/her paper for mistakes included on the board, and other errors they might find. The teacher should use this time to work individually with those who need special help.

Variation:

- Later entire paragraphs can be written on the chalkboard for students to correct together.
- If any errors are missed, the teacher should give clues until they are found.
- Papers are then returned to writers for corrections as above.

Suggested Monitoring Procedures

Proofreading needs to be directed to be effective.

- Students need to be looking for a particular type of mistake: end punctuation, commas in a series, unfinished sentences, etc.
- Only one or two types of errors can be covered in one reading. A paper should be proofread several times.

Most students are unable to find and correct every error and should not be expected to do so.

- Proofreading is a highly sophisticated skill.
- It is important not to expect student's writing to meet adult standards.

Perfect copies need not be made of all writing. Nothing should be recopied unless there is a valid, recognized purpose.

Possible Resources

Curriculum Bulletin LAL5
Edmonds Dist. #15

Tacoma Public Schools, English Enrichment Activities, Grades 4, 5 & 6

District Resources

Suggested Activities: Grade(s) _______

Title: Proofreading
Group Size: individual, entire class
Materials: previously written paper checked by the teacher

Procedure(s):

- The teacher should return corrected written compositions marked with 'R' for rewrite.
- If any student's paper is marked 'R' for rewrite, (and most will be), the student should use a red pencil to find and circle his/her errors, and write the corrections above them.
- Check to see that the original error is not erased.
- When the students have finished proofreading, they should cross out the 'R' and return the paper to the teacher.
- The teacher should glance through the paper to see how many errors have been corrected.
- When beginning this lesson, give lots of credit. If the student has found any of the errors on his/her paper, mark the paper 'O.K.' and return to the student.

Title: Proofreading
Group Size: small group, entire class
Materials: worksheets of student papers, pencils, dictionary

Procedure(s):

- Make duplicate copies of several students' writing papers, student's original spelling and punctuation, etc.
- Hand copies to students in the class.
- Have students correctly rewrite the story, paying special attention to spelling and punctuation errors.

Suggested Monitoring Procedures

Evaluate the student's skills of grammar by correcting the paper they rewrite.

Possible Resources

District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows that communication may be obscured by careless errors. B. The student is able to revise sentence structure including sentence fragments and run-on sentences. C. The student is able to use proofreading to correct errors in spelling and punctuation.

State Goal	1,8
District Goal	
Program Goal	3,7

Related Area(s)

Suggested Activities: Grade(s) 7

Title: Are You Sure?
Group Size: individual, pairs
Materials: paper, pencil, dictionary

Procedure(s):

- Say to the student:
- After you have finished the first draft of your paper, put it aside for a day or two.
- Hand your paper to a partner.
- Have this person read your paper aloud to you. You will then be listening to what you have written and judging if this is what you wanted to say.
- If you hear sentence fragments, run-on sentences, or incorrect sentence structure, take time to correct these errors.
- After you have made changes, read your paper aloud.
- If you hear no more errors, have the teacher look over your paper.
- Write final copy of paper.

Title: Circle It Red!
Group Size: individual, pairs
Materials: student paper, colored pens, (red pen), dictionary

Procedure(s):

- Students exchange papers and check partner's composition.
- Circle all misspelled words with colored pen (red).

Suggested Monitoring Procedures

Prior to final writing, read the papers the students feel they have corrected and thoroughly proofread.

Evaluate the student's skills of grammar (proofreading) by checking the recorrected paper.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

- Check partner's papers to see if each sentence ends with a punctuation mark.
- Students recorrect own papers leaving red "error" markings, and writing correction above or beside.
- Teacher checks student papers.
- Both students will be graded as to how well each has found and corrected errors.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHO[illegible] PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows that the first draft of writing usually requires proofreading and revision. B. The student knows communication may be obscured by careless errors. C. The student is able to revise sentence structure including sentence fragments and run-on sentences.

State Goal	1,8
District Goal	
Program Goal	3,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Proofreading Wall Chart
Group Size: entire class
Materials: tagboard, felt tip marker

Procedure(s):

- The following is a list of questions that can be used by students when proofreading their papers. These questions can be placed on large tagboard and discussed totally, or placed on tag strips, and discussed one at a time. The end result is to have these questions in view at all times.
  - What did I wish to tell?
  - How did I want to say it?
  - Am I satisfied with the way I said it?
  - Have I included all the necessary information?
  - Have I included anything that should be omitted because it detracts from the main idea?
  - Is my production complete?
  - Have I succeeded in expressing my thoughts clearly?
  - Have I explained important points clearly and concisely, and kept the ideas in proper order?
  - Have I used the best sentence structure to convey my thoughts to good advantage?

Suggested Monitoring Procedures

Most writing is done to share ideas, feelings or information. Mechanics, usage, penmanship, spelling, etc., are only tools to insure clarity and effectiveness. They have no other value or purpose. Forgotten periods, misspelled words, and poor handwriting are problems because they confuse the reader. When a teacher emphasizes communication and meaning, students are more willing to proofread their papers.

Possible Resources

Tacoma Public Schools
English Enrichment Activities
Grades 4, 5, and 6.

District Resources

Suggested Activities: Grade(s) _______

Title: Proofreading
Group Size: individual, entire class
Materials: worksheet, pencil, paper, pen

Procedure(s):

- Copy the following story onto a worksheet.
- Hand out to students and have them correct the various errors of spelling, capitalization, punctuation, and sentence structure.
- Students make corrections and hand in to teacher for evaluation.
- Teacher returns worksheet to students so they may rewrite the paper correctly.

STORY

With errors:

"Dragon prows westward was written by william h. bunce. It is a story of how eric crosed the atlintac ocean in a viking ship and how he landed on the shores of north american which the vikings called vineland then he cric was captured by the idnians I enjoyed reading about the adventures of the early explorers and this one is of the most exciting storys I have red."

Corrected story:

"Dragon Prows Westward"was written by William H. Bunce. It is a story of how Eric crossed the Atlantic Ocean in a Viking ship. He landed on the shores of North America, which the Vikings called Vineland. Then, Eric was captured by the Indians.

I enjoy reading about the adventures of the early explorers, and this is one of the most exciting stories I have read."

Suggested Monitoring Procedures

The teaching of proofreading should relate to only one or two types of errors at one time.

This paper has a multiple of errors in spelling, punctuation, capitalization and sentence structure, and these concepts should be reviewed before worksheet is handed out.

Possible Resources

Most Language Arts texts and workbooks will have examples of proofreading paragraphs.

District Resources

SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 4-7

Student Learning Objective(s) A. The student is able to correct errors in: spelling, usage, punctuation and legibility. B. The student is able to evaluate written material and edit for clarity.

State Goal	1,8
District Goal	
Program Goal	7,9

Related Area(s)

Suggested Activities: Grade(s) 7

Title: Reading Proofmarks
Group Size: entire class
Materials: chart paper, felt-tipped pen, newspaper article, duplicating paper, pencil, pen

Procedure(s):

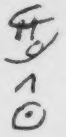
- On a chart write the more commonly used proofmarks, and an example for each one. Select an article from a newspaper and rewrite it with errors that will require use of each proofmark. Make a worksheet of this and distribute to the group.
- Ask students to proofread the article and place the appropriate proofmarks on the copy.

Variation:

- Have students write a paragraph that includes many errors. The students are to exchange papers and proofread them. After marking the papers, they are to rewrite the paragraph correctly.
- Provide a copy of an article that has been proofread. Ask students to rewrite the copy and make the corrections.

Example(s):

Paragraph
Delete
Insert
Insert period



Suggested Monitoring Procedures

The student is demonstrating a mastery of this activity if he/she can locate all or most of the errors in the copy, and mark them with the appropriate proofmarks.

Collect corrected work.

Possible Resources

Language for Daily Use, Brown

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources
343		344

BJECT: Language Arts

SPECIFIC AREA: Written Expression: Creative Writing

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. See Language Arts: Literature for definitions of plot, setting, etc.							
The student is able to:							
. draft ideas freely.	179	4-8					
. describe in writing a character using:							
. physical characteristics.		4-5					
. physical characteristics and actions.	181	6-7					
. physical characteristics, actions, thoughts and attitudes.	183	7-8					
. write using imaginative point of view.	185	4-8					
* . write a response to a literary selection.	189	4-8					
. write a vivid description.	191	7-8					
. write a story using dialogue.	195	7-8					
. write a description of an incident from first person and/or third person point of view.	197	6-8					
. write an original verse and/or poetry.	199	4-8					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______

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SMALL SCHO PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to draft ideas freely.

State Goal 1,4,9

District Goal

Program Goal 2,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Suggested Monitoring Procedures

Possible Resources

Title:	What Do You See?
Group Size:	entire class
Materials:	favorable weather, worksheet, a writing surface for each student

Procedure(s):

- Distribute worksheets to each student.
- Discuss titles of each column on the worksheet.
- Ask students if there are other possible things to observe besides nouns, actions, feelings, etc.

Worksheet Draft Ideas Freely Name

Nouns	Qualities	Actions	Descriptions of Actions	How It Makes Me Feel

- Allow students to discuss a few examples. Begin with a noun. For example, a tree.
- Discuss qualities of a tree.
  Example: tall, towering, spreading, oak.
- Discuss actions of the tree.
  Example: bends, shades, hides, reaches.
- Discuss describing actions of the tree. A tree bends gracefully.
- Ask, "If you saw a pine tree bending gracefully, how might it make you feel?" Dizzy? Peaceful?
- Tell the class to go to a location of their choice on the campus. They should begin listing nouns and fill in related columns with their observations. Tell them not to be concerned with grammar or spelling at this time. Allow them 10-15 minutes to do the exercise.

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Possible Resources

- When they return, allow willing students to share descriptions of observations. Do not press them or call on individuals.
- Hopefully, students will record deep personal feelings occasionally. These should be respected. Accept willing students' work only for reading aloud.
- Ask them to take five of their nouns and using their observations and drafted ideas, arrange all ideas into a sentence or two. Do this for all five nouns.
  Example: The bare tree stands solemnly, as if mourning the absence of spring. I bow my head in respect.
- As a follow up activity, the students may think about situations or conflicts a noun of their choice may encounter.
- Perhaps they may wish to write about this or dramatize or represent artistically.
  Example: The bare tree entering spring. Describe blossoms--how the tree feels as it blooms, who it meets (bees, etc.).
- At completion of the exercise, collect all papers. Make positive notations that reinforce originally drafted ideas. Suggest methods for sharing their work if they desire to, i.e., role playing, bulletin boards, art work.

District Resources

SMALL SCHO[illegible] PROJECT - Working Copy

Suggested Objective Placement 6 - 7

Student Learning Objective(s) The student is able to describe in writing a character description using: physical characteristics and actions.

State Goal 1,4,9

District Goal

Program Goal 2,6,10

Related Area(s)

Suggested Activities: Grade(s) 7

Title:	Describing Characters
Group Size:	entire class
Materials:	prepared transparency

Procedure(s):

- Show students a transparency depicting a simple series of actions performed by a person; chopping wood, dribbling, passing and shooting a basketball. This can also be on a worksheet or the blackboard.
- Have students list five or more physical characteristics or five actions.
- Students write ten sentences with each sentence using one of the physical characteristics and actions he/she previously listed.
- Remind students that adjectives and adverbs help make descriptions more vivid. Punctuation may be used as a method of showing action.
- Students write two paragraphs which include both the characteristics and the actions he/she noted in the ten sentences.

Suggested Monitoring Procedures

Check the ten sentences written by each student. See if they used one physical characteristic in each sentence.

Check student papers to see how closely the paragraphs relate to the ten sentences.

Possible Resources

Books:

Write Now, Ann Wescott , Dodd Learning Trends, a Division of Globe Book, New York, Chicago, Dallas, 1973, pages 33-47.

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

District Resources

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SMALL SCHO[illegible] PROJECT - Working Copy

Suggested Objective Placement 7 - 8

Student Learning Objective(s) A. The student is able to describe in writing a character using: physical characteristics, actions, thoughts and attitudes. B. The student is able to write a vivid description.

State Goal	1,4,9
District Goal	
Program Goal	2,6,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Name That Breed
Group Size: pairs, entire class
Materials: posters showing the different breeds of dogs in color, cats or horses, paper and pencil

Procedure(s):

- Place the poster of animals where all students can see it.
- Divide class into pairs.
- Have each student secretly select a name of a breed of animal and write it on a slip of paper along with his/her own name to be collected by the teacher.
- On a second piece of paper each student then writes a brief but complete description of his/her selected animal. Student's name should be written on the paper also. Give the students approximately fifteen minutes for this portion of the activity.
- Papers are then traded with a partner. Students have ten minutes to read papers, peruse poster and write down two choices of breeds (1st choice and 2nd choice) along with their own name.
- Papers are collected and read orally by the teacher letting class guess which breed is being described. Original writer must indicate whether partners first or second choice is correct.
- Discuss descriptions and problems. Was description accurate enough? Complete enough? Easy to understand? Student and teacher can suggest rephrasings.

Suggested Monitoring Procedures

Students descriptions can be graded according to accuracy of partner's guess.

Possible Resources

Posters may be obtained by writing Purina Pet Foods, at local pet shop, poster shop or by asking a vet.

District Resources

Suggested Activities: Grade(s) ______

Title: Character Description
Group Size: entire class
Materials: pencils, paper

Procedure(s):

- The teacher or student should do a pantomime of a well known character.
- Have the students try to list five thoughts and five attitudes the pantomimist exhibited.
- Initiate a discussion about the characteristics.
- Have student then list five physical characteristics or actions the pantomimist depicted.
- Class discussion to follow.

Variations:

- Initiate discussion to elicit from the students a character they would like to describe.
- A two paragraph composition will be assigned in which the students must describe physical characteristics, actions, thought and attitudes of the character.
- Students read their paragraphs to the class, and other students attempt to identify the physical traits, actions, thoughts and attitudes of the character.

Suggested Monitoring Procedures

The character in this case must be anonymous. The students may reveal the name, but only after class discussion and only voluntarily.

Possible Resources

Curriculum Bulletin LAC 3, Edmonds School District #15, page 2.

Perrin and Smith, Scott, Foresman & Company, 1955.

District Resources

SMALL SCHO PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to write using imaginative point of view.

State Goal	1,4,9
District Goal	
Program Goal	2,6,10

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Tracks
Group Size: small group, entire class
Materials: overhead projector, transparency (see illustration)

Procedure(s):

- . Begin by informing the students that they will observe a series of scenes made up of tracks. They will be presented in the order they took place.
- . Say: "Keeping your ideas to yourself, develop an imaginative point of view that describes the setting, characters and actions for each scene as it is presented."
- . With a piece of paper covering the last two scenes, project the first scene on the screen.
- . Say: "I want you to think of answers to some questions I will ask, but please do not voice them at this time."
- . Ask: "What, or who made the tracks? Do you notice any evidence of actions other than walking?"
- . Say: "On a sheet of notebook paper write about the scene using your imagination to describe the setting, characters and actions." (Allow five to ten minutes for them to write.)
- . Say: "I will not show you the next scene. Carry on with your writing to describe the changes in setting, characters and/or actions that you imagine."
- . Show both scenes one and two. Keep paper over last scene.

Suggested Monitoring Procedures

See that all students can view the screen easily.

Circulate around the room to see that all students understand what they are doing and are writing.

Oral presentations.

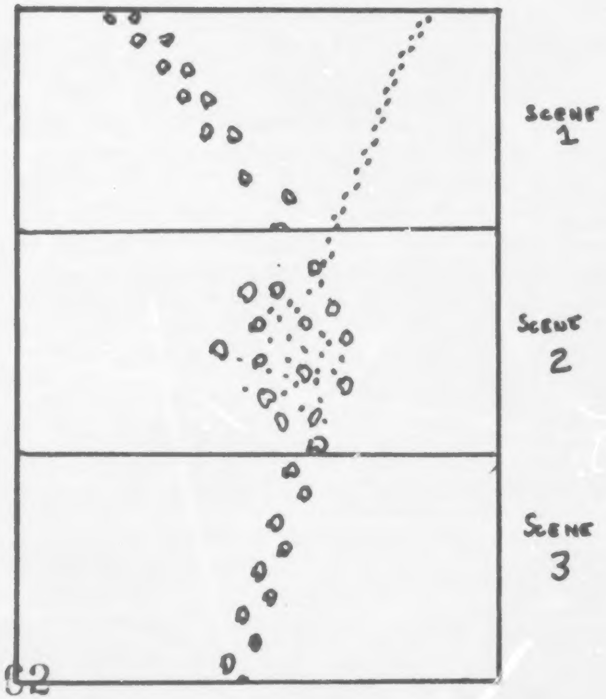
Possible Resources

District Resources

Suggested Activities: Grade(s) _______

- Allow time for writing.
- Say: "Now draw your writing to a close by describing this last scene."
- Show final scene.
- Allow time for concluding their writings.
- At the end of the period, allow willing students to share their writings.
- Display finished works on a bulletin board.
- Perhaps the background of the display could be a reproduction of the transparency.
- Students may wish to illustrate their work.

SAMPLE TRANSPARENCY



Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHO PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student is able to write using imaginative point of view.

B. The student is able to write a vivid description.

State Goal 1,4,8,9

District Goal

Program Goal 2,6,7,10

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: What Do You See
Group Size: entire class
Materials: paper, pencils

Procedure(s):

- Have the students describe through class discussion, the world through their own eyes. Note differences among individuals.
- Lead the students to discuss how their feelings would change if their situation was different.
- How would an astronaut describe the world? A hobo? A prisoner?
- Ask students to select an animal. Describe the world through the eyes of a ...(bird, mouse, lion, etc.).
- Suggest they think about how this animal meets its needs. Decribe its habitat. How would it interpret actions and events around it? What obstacles must it overcome regularly?
- Ask students to write a paragraph or more titled, "The World Through The Eyes Of A ...."

Variations:

- Describe the kind of car you would build for yourself if you had unlimited wealth.
- Describe a wild belorhum sazzle frass.
- Describe the average Martian.

Suggested Monitoring Procedures

Observe individuals as they respond. Accept all responses.

Look for those having difficulty getting started.

Possible Resources

Books:

"Greely Creative Writing List"
Edmonds School District #15,
Curriculum Bulletin LAC 4.

District Resources

Suggested Activities: Grade(s) ______

Title: Sense It
Group Size: entire class
Materials: paper, pencil, motivating kinds of objects for written descriptions

Procedure(s):

- List the five senses on the board and discuss how they are used.
- Use a picture or object to stimulate discussion about how senses are used to enjoy, appreciate, observe, etc., that picture or object.
- Now show a completely different picture or object.
- Without further discussion, have the students write about that picture or object, incorporating as many uses of the five senses as possible within the description.
- Have students share writings in pairs or small groups and/or hand work in to the teacher.
- Discuss how many uses of the senses were mentioned in each paper.

Suggested Monitoring Procedures

Teacher observes how many uses of the senses were incorporated in each writing.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to write a response to a literary selection.

State Goal	1,4,9
District Goal	
Program Goal	2,4,6, 10

Related Area(s) Recognizing morals and proverbs.

Suggested Activities: Grade(s) 7-8

Title: Fables
Group Size: small groups
Materials: pencils, paper

Procedure(s):

- Various fables are read orally by the students from books made available by the teacher, or students may be asked to give an oral fable extemporaneously.
- Students discuss morals as dramatized in fables and list several on the blackboard. They then write a short fable with a moral to it.
- Students are asked to respond to a list of proverbs by writing a fable that teaches one of the proverbs.
- Students are then asked to read their fables and classmates are invited to find the moral or proverb in them.

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Suggested Monitoring Procedures

The teacher must make certain that the students are aware of the meaning of fables, morals, proverbs.

Teacher will note individual responses to assist students with selections.

Students will be encouraged to respond only after the selection is read.

Possible Resources

Books:

Aesop's Fables
Bible
The Koran
Writings of Confucius

The Arts and Skills of English, Holt, Rinehart and Winston, 1972, pages 168, 169, 180.

Writing Continuum Handbook, Mukilteo School District, pages 7-34.

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 7 - 8

Student Learning Objective(s) The student is able to write a vivid description.

State Goal	1,4,8, 9
District Goal	
Program Goal	2,6,7, 10

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Can You "See" It?
Group Size: pairs, entire class
Materials: unusual objects for describing, pencil, paper

Procedure(s):

- Students pair up and sit back to back --No Peeking!
- As one person completely describes an object, the other person draws it without asking any questions.
- A new object is given to the one who drew the first time, and the procedure is reversed.
- Partners then compare objects and pictures and discuss any problems they may have encountered with the other description.
- Oral class discussion should cover:
  What did the describer say or not say that helped? Hindered?
  How does organizing the description help?
  What aspects: shape, size, color, etc., were most helpful in "seeing" the object?
- Have students write the name of the object, name of student describing it and name of the student drawing on the papers and hand them in.

Variations:

- Pictures can be used instead of objects.
- It could be reversed with one student drawing and giving the object to the other who describes it.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) _______

Title: To Be Understood
Group Size: entire class
Materials: blackboard, chalk, object or picture to describe

Procedure(s):

- Three students are sent out of the room.
- An object or picture is put where all can see.
- Class briefly discusses object or picture as to the size, color, arrangement of lines, and texture.
- Each student then writes a vivid, concise description of the object.
- The object or picture is removed from sight and the three students reenter the room.
- On the chalkboard, they attempt to draw the object or picture as the students read written description, no questions.
- When students have finished writing, discuss possible problems with the descriptions.

Variation:

- Have each student look at an object for three minutes, cover, then write a description from memory. Uncover object and check for corrections.

Suggested Monitoring Procedures

Teacher observes class participation.

Possible Resources

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to write a vivid description.

State Goal 1,4,8,9

District Goal

Program Goal 2,6,7,10

Related Area(s)

Suggested Activities: Grade(s) 7-8

Suggested Monitoring Procedures

Possible Resources

Title: Color in Description
Group Size: entire class
Materials: three primary food colors, eight glass containers, water, paper towels, sink if possible, or receptacle, stirring utensil, color wheel

Procedure(s):

- Allow thirty minutes for this activity.
- Have students form a semi-circle around the sink or work area.
- Make the three primary colors (yellow, red, blue) in the glass containers. Discuss what they are--why they are considered primary colors (all other colors are made from the primary colors).
- Then mix the following:
  - yellow and blue = green
  - yellow and red = orange
  - red and blue = purple
- Ask the students what kind of colors these are. Reply: secondary colors.
- Ask the students how to make a secondary color. Reply: by mixing two equal parts of primary colors.
- Have students compare their colors to those on the color wheel.

District Resources

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Suggested Activities: Grade(s) ______

Title: Moody Colors
Group Size: entire class
Materials: color wheel, lists of colors with connotations. Colors made in previous activity

Procedure(s):

- Place colors made by students in circle according to the color wheel chart.
- Discuss: analogous color scheme, monogamous color scheme, contrasting color scheme, appropriate colors for rooms, i.e., kitchen; graying colors (by mixing opposites--demonstrate with red and green.) Use this as a transition into the feeling (connotation) of colors. Point out that the feelings of both red and green are lost when they are grayed.
- Discuss feelings and symbols of each color. (Feeling connotation such as blue-sad, red-angry, green-envious, etc. Colors also have connotations related to warmth or coolness, such as blue-cool, red-hot, etc.) Review the connotations related to color.
- Write the three primary and three secondary colors on the board. Have students provide alternative choices for each color, red-burgundy, crimson, scarlet. Discuss how these names also affect the feeling (mood). Make fairly complete lists for each of the six colors.
- Put up black and white photo and allow students thirty minutes minimum to describe the picture, giving it a color scheme to create a vivid descriptive mood. Students should be reminded to use all five senses, and the different color names listed on the board, and organization. This is a good point at which to introduce hyphenated words, i.e., reddish-brown.

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Suggested Monitoring Procedures

Collect and correct papers, basing grade on use of color, description of size, shape and arrangement, use of sense, mood creation.

Possible Resources

District Resources

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SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 7 - 8

Student Learning Objective(s) The student is able to write a story using dialogue.

State Goal 1,4,8

District Goal

Program Goal 2,6,7,8

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Recognizing Dialogue
Group Size: entire class
Materials: pencils, paper

Procedure(s):

- Present comic books and comics from the newspaper for discussion by the class. Have them evaluated for dialogue.
- Put a selection from a story on the board and ask the class to recognize the dialogue by picking it out from previously unpunctuated conversation.
- Present a written selection of more than one paragraph to the class. The students are asked to give suggestions on how to add dialogue to it.
- A multiparagraph selection is then given the students with large spaces between paragraphs. Students are asked to underline parts or change/add dialogue in the spaces provided.
- Select subjects to present to the students. Have them write a composition with dialogue about one of them.
- Students are asked to watch or listen to a television or radio program and then write a composition of at least two paragraphs with dialogue as remembered from one of the programs.

Suggested Monitoring Procedures

Teacher takes care to see the students understand the difference between monologue and dialogue.

Proper punctuation will have to be explained.

Possible Resources

Books:

The Arts and Skills of English, Holt, Rinehart and Winston, 1972, page 89.

Others:

Current magazines.
Plays from literature.
School library resources.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 6 - 8

Student Learning Objective(s) The student is able to write a description of an incident from first person and third person point of view.

State Goal 1,4,8

District Goal

Program Goal 2,6,7,8

Related Area(s) Perception/Recall

Suggested Activities: Grade(s) 7-8

Title: What Happened?
Group Size: entire class
Materials: one or two non-classroom people, paper and pencil

Procedure(s):

- A non-classroom person enters room unannounced and commits some specific actions in sequentially predetermined order (increase number of actions and people) depending on level and ability of students).
- Person leaves room. Students write a third person "he/she did..." description of what happened, describing as accurately as possible the proper sequence of actions.
- Some selections are then read aloud to see if sequence descriptions vary and if third person was used consistently.
- The person then comes back in and tells exactly what happened in first person.
- Discuss differences in accounts.

Title: First or Third
Group Size: entire class
Materials: worksheets and transparencies

Procedure(s):

- Select two or three of the student responses from the "What Happened" incident and copy on worksheets or transparencies. Make a transparency of the actor's account also.

  Pass out worksheets or put transparencies on overhead projector and have students underline or copy third person nouns and pronouns.

Suggested Monitoring Procedures

Collect and check papers to make sure the "person" is consistent.

Discuss staying in one person form beginning to end to avoid confusion.

Check papers for correct person usage.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

- . Then do the same with actor's description (teacher marks them on overhead as students say them.)
- . Discuss differences.
- . List third person nouns and pronouns used in selections on board.
- . Ask students to add to these lists.
- . Now rephrase orally some of the sentences to first person point of view.
- . Have an actor(s) come in again and demonstrate another series of incidents.
- . Instruct the class to write their report now as if they were the person acting (first person).
- . Read and discuss student selections. (Can be done in small groups.)
- . Students hand in writings for teacher to check.

Title:	Create An Incident
Group Size:	any grouping, but each student should have his/her own cards
Materials:	a set of character cards, quality cards, situation or problem cards, and place cards

Procedure(s):

- . The student selects at random a card from each of the following groups: character, situation or problem, place and quality. In terms of time, random selection is preferable, any four cards will do.

Example:

quality	character	situation	place
grumpy	king	had no money	in the village

- . Tell the group to choose which point of view they will write from.
- . If they are to write in first person, they should assume the role of the character selected, possess the qualities and imagine facing the situation or problem selected.
- . If they choose third person point of view, they should describe the incident from the position of an observer.

Suggested Monitoring Procedures

Be certain each student has a card from each category.

Possible Resources

District Resources

SMALL SCHOO PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to write an original verse and/or poetry.

State Goal	1,4,9
District Goal	
Program Goal	2,6,7,8

Related Area(s) Poetry-Literature

Suggested Activities: Grade(s) 7-8

Title: Write A Poem Together
Group Size: entire class (preferably small)
Materials: poster, worksheet or transparency, with examples of several types of poetry, paper, pencil

Procedure(s):

- Introduce a certain type of poetry and discuss it thoroughly. Elements to be covered include: rhyme scheme, rhythm, meter, topic, mood, length, and arrangement. Discussion sould vary depending on age level.
- Read several examples of the chosen type of poetry to the class (examples written by students are especially good--keep them from year to year).
- As a class, write an example of the type of poetry on the board. This is the crucial step and must be followed exactly if the student is to use it as a model for his/her individual attempt.

Example:

1. Write the rhyme scheme on the board ABAB (sonnet); AA,BB,CC (couplet).
2. Then write the meter: 10/8/10/8; 6/6,6/6,6/6.
3. Determine the appropriate line length. If a limerick is chosen, it must be five lines in length.
4. Determine arrangement: If a sonnet is selected, the arrangement will be 16 lines of four stanzas ABAB - 10/8/10/8, CDCD - 10/8/10/8, EFEF- 10/8/10/8, GHGH - 10/8/10/8. If a limerick is selected, the arrangement will be AABBA - 8/8/6/6/8.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Suggested Resources

Title: Write An Original Poem
Group Size: entire class, individual
Materials: paper, pencils

Procedure(s):

- Have each student select the poetry form which they would like to write, i.e., Sonnet-"life," Limerick-"nonsense-funny," Free verse-"the wind."
- List words to be used on the board. List categories such as rhyming words, descriptive or mood words, color words, or nouns related to subject.
- Have the student organize topic according to poem arrangement, i.e.,

  Sonnet
  1st section - Life
  2nd section - Birth
  3rd section - Reality of death
  4th section - Death
- Have the student work out the rhythm by syllables.
- Help students when necessary. Refer to words on board and all the listed criteria.

See Poetry section for additional activities and examples of poetry forms.

District Resources

SMALL SCHOO PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to write an original verse and/or poetry.

State Goal	1,4,9
District Goal	
Program Goal	2,6,7,8

Related Area(s) Language Arts-Literature, Poetry

Suggested Activities: Grade(s) 7-8

Title:	Writing Cinquain
Group Size:	individual, entire class
Materials:	paper, pencils, overhead projector

Procedure(s):

- Read several examples of cinquain poetry.
- Discuss how to write this form of poetry by going over the following format:
  1. Write a one word subject followed by a comma.
  2. On the next line, write two words describing the subject, separating them with a comma.
  3. On the next line, write three actions being performed by the subject, separated by commas.
  4. On the fourth line, write a short phrase showing how you feel about the subject, or an idea you have about it. Put a hyphen after it.
  5. On the last line, write the same word you used in the first line or a synonym for that word.
- Project these directions on an overhead projector, allowing students to write several cinquains.
- Perhaps they might illustrate their cinquains, or present originals orally.

Example:

Music,
Loud, steady,
Pulsating, moving, electrifying,
It carries me to unbelievable heights-
Rock and Roll.

Suggested Monitoring Procedures

Accept all responses.

Allow willing students to share their work orally.

Possible Resources

Teaching Poetry Today, Stephanie Gray, J. Weston Walch, 1976, page 116.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

BJECT: Language Arts

SPECIFIC AREA: Language: Listening

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. the various purposes for listening, i.e., information, enjoyment, necessity.	219	4-8					
. good listening habits, i.e., focusing attention on speaker, not talking to others, refraining from interrupting the speaker.	215	4-8					
The student is able to:							
. demonstrate courtesy in a listening situation.		4-8					
. listen and follow directions.	205	4-8					
. listen and identify the main idea from audiovisual presentations, class interactions and discussions.	209	4-8					
. listen and paraphrase what is said from audiovisual presentations, lectures and class discussion.	209	4-8					
. listen and recall details from audiovisual presentations, lectures and class interaction.	213	4-8					
. listen and ask pertinent questions about what is said or presented.	215	5-8					
. listen and summarize what is said or presented.	219	6-8					
The student values:							
. verbal communication with others as a means to refine, clarify, and evaluate one's perceptions and values.	207	4-8					
. the human ability to auditorily receive and evaluate information.	219	4-8					
. verbal communication as a means of becoming aware of another person's point of view.	223	4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 397	ENVIRONMENTAL EDUCATION	OTHER ______________ 398

SMALL SCHO[illegible]S PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to listen and follow directions.

State Goal	1,6,7
District Goal	
Program Goal	3,4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title:	One Chance Art
Group Size:	entire class
Materials:	those materials necessary for the particular art project

Procedure(s)

- Teacher chooses an art project having directions that must be followed in order.
- Teacher tells the class that the directions will be given only once!
- The directions are given orally once.
- Art projects are attempted.
- Scores are given for the number of steps correctly followed.

  Example: step one -- 1 point
  step two -- 2 points, etc.

Example art project:
Materials: red, yellow, blue 9" x 12" paper; scissors, paste

1. Place the red paper horizontally on desk.
2. Cut the yellow paper in half lengthwise.
3. Paste one yellow half horizontally on the red paper with the edges closest to you together.
4. Cut the blue paper into fourths.
5. Paste one of the blue fourths onto the upper right hand corner of the red paper.

* This activity could be lengthened or shortened, depending on the ability of the students to remember oral directions.

Suggested Monitoring Procedures

Teacher examines projects to find out how many steps were correctly followed.

Teacher encourages discussion of why the project was or was not easy to complete.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to listen and follow directions. B. The student values verbal communication with others as a means to refine, clarify, and evaluate ones perceptions and values.

State Goal	1,6,7
District Goal	
Program Goal	1,3,7

Related Area(s) Speaking

Suggested Activities: Grade(s) 7-8

Title:	Can You Make This?
Group Size:	pairs, entire class
Materials:	colored blocks or any other set of uniform objects (Cuisenaire rods work well, but each student must have an identical set), cardboard dividers

Procedure(s):

- Working in pairs or as a group with a leader, have the students arrange themselves so they cannot see each other's working area. Use cardboard dividers if necessary.
- Each student must have an identical assortment of objects (colored blocks work well).
- The leader (if working in a group) or one student in the pair will speak. The others listen.
- The speaker describes orally what he/she does to the objects on his/her working area.

  Example:

  Speaker: "I am placing an orange block half way up my desk along the left edge."
- The listener then tries to do the same.

  Speaker: "Now I am placing three red blocks in a horizontal line equally spaced across my desk with the far left one on top of the orange block."
- The listener tries to do the same.
- The process continues until all objects are placed.
- Remove the barrier and compare arrangements.

  NOTE: Only the speaker can speak. The listener cannot ask for additional help.

Suggested Monitoring Procedures

NOTE: The objects could be common classroom items, i.e., pencils, crayons, erasers, scissors, etc.

The success of the communication can be determined by comparing arrangements of the blocks. The listeners' should appear the same as the speakers'.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student is able to listen and identify the main idea from audiovisual presentations, class interactions, and discussions. B. The student is able to listen and paraphrase what is said from audiovisual presentations, lectures and class discussions.

State Goal	1,6,7
District Goal	
Program Goal	1,3,7

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Tell Me The News **Group Size:** pairs, entire class **Materials:** old newspapers **Procedure(s):** . Each student is given a portion of a newspaper. . Students are instructed to pick an article and read it over until they think they can read it smoothly aloud. . Student reads article to partner. . Partner uses his/her own words to write (or say) what he/she thinks the article says. **Variation:** . Partner can only use one sentence to relate the main idea of the whole article.		District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) The student is able to listen and paraphrase what is said from audiovisual presentations, lectures and class discussions.

State Goal	1,10
District Goal	
Program Goal	1,3,4

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: In Other Words
Group Size: entire class
Materials: books of short stories

Procedure(s):

- Read a short story aloud.
- Have the students write the story in their own words as they remember it.

Variation:

- Have students write any familiar fairy tale in their own words.

Title: Paraphrasing Directions
Group Size: small group, entire class
Materials: none needed

Procedure(s):

- Students are asked to bring or write out directions for a hobby, i.e., model building, clothing, sewing, knitting, etc.
- A student is called upon to give verbal directions for his/her hobby.
- The student is stopped after one or two directions and class members are called upon to paraphrase the directions. Continue the procedure until all directions are given.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student is able to listen and identify the main idea from audiovisual presentations, class interactions and discussions. B. The student is able to listen and paraphrase what is said from audiovisual presentations, lectures and class discussions. C. The student is able to listen and recall details from audiovisual presentations, lectures and class interaction.

State Goal	1,6,7
District Goal	
Program Goal	1,3,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Silent Movies
Group Size: entire class
Materials: short film, 16mm projector

Procedure(s):

- Show a 16mm film of approximately fifteen minutes or less. The subject area is not important as long as it is at an appropriate level.
- After showing the film, reshow it leaving off the sound and stopping it every sixty seconds or so.
- Have the students take turns narrating the sixty second segments.
- Turn off the projector after each segment to allow for discussion and additional comments by other students.

Variation:

- Reverse the above procedure. Show the film without sound so students can look for ideas they want to listen for as the film is repeated with sound.

Suggested Monitoring Procedures

Note: Those students having difficulty recalling details, those making additional comments, and those needing work on organizing thoughts into speech.

At higher grade levels, where note taking skills are more developed, the film could be stopped to allow students to recall details, make paraphrasings and summarizations in writing.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student knows good listening habits, i.e., focusing attention on the speaker, not talking to others, refraining from interrupting the speakers. B. The student is able to demonstrate courtesy in a listening situation. C. The student is able to listen and recall details from audiovisual presentations, lectures and class interaction. D. The student is able to listen and ask pertinent questions about what is said or presented.

State Goal	1,6,7
District Goal	
Program Goal	1,3,6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Twenty Questions **Group Size:** small groups, entire class **Materials:** none **Procedure(s):** . In this activity the leader (teacher) selects an object in the classroom. Students take turns asking questions that can be answered with a "yes" or "no" response. They must try to name the object within twenty questions. The leader may call on individuals in a random manner, or in smaller groups students may be called on in order. . Students can ask if the object is mineral, vegetable, or animal, etc. . The students are allowed only one question, unless a student receives a "yes" response, after which he/she may continue questioning. . Students may only speak when called on.	Encourage students to listen to each question and answer so they can ask pertinent, related questions. Discourage random guessing. If a student guesses, ask them why they made their guess. Ask, "What clues did you gather from earlier responses?"	 **District Resources**

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student is able to listen and paraphrase what is said from audiovisual presentations, lectures and class discussions. B. The student is able to listen and recall details from audiovisual presentations, lectures and class interaction.

State Goal	1,6,7
District Goal	
Program Goal	1, 3,

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: What Was That Again?
Group Size: small group, entire class
Materials: tape recorder, news items, chalkboard

Procedure(s):

- Tape record a few short news stories that give the who, what, when, where, why and how.
- Play each story and ask the students to write a short paragraph recounting as much about the story as possible.
- On the board list "who, what, when, etc." for them to identify in the paragraphs.
- Allow a few minutes for each writing.
- Play recordings again.
- Finished work could be arranged in a display.

Example: FLASH! Twenty-two survivors of a plane crash were found alive and well in the Olympics last night. A pilot of a private plane spotted the wreckage while on a routine flight.

Suggested Monitoring Procedures

Allow students to check to see how complete the paraphrasings are as the recording is replayed.

Allow several willing students to share their paraphrasings with the class.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 4 - 8

Student Learning Objective(s) A. The student knows the various purposes for listening, i.e., information, enjoyment, necessity. B. The student is able to listen and summarize what is said or presented. C. The student values the human ability to auditorily receive and evaluate information.

State Goal 1,9,10

District Goal

Program Goal 3,6,10

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Sound Familiar?
Group Size: small group, entire class
Materials: overhead projector

Procedure(s):

- Make a list of familiar sounds on the overhead, i.e., car running, door slamming, tree falling, eagle shrieking. Allow students to add to list.
- Discuss which sounds would be familiar to all people. Which would be unfamiliar to some?
- Discuss what sounds might have been familiar to cave men but not to us. How might people interpret these sounds today?
- What sounds might have special importance to groups of people such as hunters and mechanics?

Suggested Monitoring Procedures

Possible Resources

Any commercially produced recording of sound effects.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 6 - 8

Student Learning Objective(s) The student is able to listen and summarize what is said or presented.

State Goal	1,10
District Goal	
Program Goal	1,3,8

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: What's Going On? **Group Size:** entire class **Materials:** tape recorder, tape **Procedure(s):** . Teacher records activities in own home, yard, on way to school, etc. * . Students listen to tape and tell or write what they think was happening during the recording. **Variations:** . Record in the school, on the playground, etc. * Recording should probably have a minimum of spoken clues in it.	Lead discussion or read papers.	
		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 4-8

Student Learning Objective(s) The student values verbal communication as a means of becoming aware of another person's point of view.

State Goal	1,6,7
District Goal	
Program Goal	

Related Area(s) Written Expression: Paragraphs, Career Education

Suggested Activities: Grade(s) 7-8

Title: Interviews
Group Size: any size
Materials: pencils, paper

Procedure(s):

- Students are paired and sent to interview various adults in the school and community about their jobs and how they view their work. (Prior to interview, students should prepare a list of questions to ask during the interview.)
- One member of each pair is directed to conduct the interview and listen to the answers. The other member takes notes on the interview.
- After the interview, both students discuss their impressions and work together to write a paragraph or article about the interview.

Suggested Monitoring Procedures

Teacher reads the articles.

Teacher circulates as the pairs are working to find out if there are trouble spots, opportunities to suggest better listening techniques, etc.

Possible Resources

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Language Arts

SPECIFIC AREA: Speaking

	Page	Suggested Grade Placement	District Placement				
			4	5	6	7	8
The student knows:							
. the basic courtesies of speaking.	227+	4-8					
. the use of language adapted to different audiences (both formal and informal).		4-8					
. ideas, attitudes and feelings are also conveyed in nonverbal ways, i.e., facial expressions, gestures.	227	5-7					
. a speech topic should be of interest to both the speaker and the audience.	229	5-7					
. the various purposes of speaking are to inform, entertain and persuade.	241	4-7					
. techniques of good speaking include maintaining eye contact, clear enunciation, appropriate expression, appropriate gestures, volume, rate and tone.	231+	4-8					
The student is able to:							
. converse informally with peers, younger children and adults, while observing basic courtesies.	235	4-8					
. retell a story based on what he/she has seen, thought, heard or read.	237	4-6					
. ask questions to clarify meaning or get information.	251	4-8					
. present an oral report individually or as a member of a panel.	239+	4-8					
. give oral directions in logical and/or sequential order.	237+	4-8					
. contribute to group discussions in order to provide relevant ideas extend ideas, air opinions, solve problems.		4-6					
. evaluate evidence, draw conclusions and qualify ideas, opinions and conclusions.	251	7-8					
. deliver a prepared speech for a specific purpose, i.e., persuade, entertain, inform.	239+	6-8					
. conduct an interview.	245	6-8					
. give an impromptu speech.	247	7-8					
. to evaluate his/her effectiveness as a speaker.	243+	7-8					
. take issue with a speaker discussant without insulting the character of the other person.	249	7-8					
The student values:							
. and respects the thoughts and opinions of others expressed through speech.		4-8					
. speaking effectively before a group.		4-8					
. using the techniques of good speaking (see knowledge).		4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________

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Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the basic courtesies of speaking. B. The student knows ideas, attitudes, and feelings are also conveyed in nonverbal ways, i.e., facial expressions, gestures.

State Goal	1,6
District Goal	
Program Goal	6,8

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: Nonverbalizing
Group Size: individual
Materials: slips of paper containing words that are indicative of gestures

Procedure(s):

- Teacher discusses with class the meaning of gestures conveyed by expressions of eye, mouth, hands, and other body parts.
- Student chooses slip of paper containing word or direction. Student must use gesture, no vocalization, to indicate direction.
  Example: "Come here"
  Student may move head or finger, eyes, whatever.
- Students may want to elaborate by doing something different from first person, by combining gestures, or by showing emotion.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 5-7

Student Learning Objective(s) The student knows a speech topic should be of interest to both the speaker and the audience.

State Goal	1,6,7
District Goal	
Program Goal	1,7

Related Area(s) Math

Suggested Activities: Grade(s) 7	Suggested Monitoring Procedures	Possible Resources

Title: The Right Choice

Group Size: entire class

Materials: worksheet list of speech topics on everything (at least 25, preferably 50), paper, pencil

Procedure(s):

- Pass out worksheet and instruct students to select a topic for their speech (no talking) and write it on a sheet of paper along with their name. Collect the papers.
- Then have the class prioritize the list, with the topic they would most like to listen to as #1.
- Average out in the prioritizing to obtain a master priority list.
- Discuss their choices (collected sheets), and how difficult it would be to get the class to listen to some of the topics.
- Repeat activity with a new list where they take into account their interest and the class's.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the basic courtesies of speaking. B. The student knows techniques of good speaking include maintaining eye contact, clear enunciation, appropriate expression, appropriate gestures, volume, rate and tone. C. The student is able to evaluate his/her effectiveness as a speaker.

Related Area(s) Oral directions

State Goal	1,7
District Goal	
Program Goal	6,8

Suggested Activities: Grade(s) 7-8

Title: Spit It Out!

Group Size: pairs

Materials: small clean pebbles (6-8 per student), one stick of gum per student, reading material that gives tricky and complicated directions for four activities that can be done in the classroom

Procedure(s):

- Divide class into pairs. One partner places pebbles in mouth and reads direction while other tries to perform activity. Reader cannot repeat or remove pebbles. Then other partner does same, only with gum, and vice-versa using another activity.
- Discuss with students how they felt when listening to the speaker who had something in their mouth while talking. Ask students if it was easy to understand the speaker. Ask if they think it is polite to speak to others when something is in their mouths.

Variation:

- Speaker puts nothing in mouth, but reads his/her own prepared speech on how to accomplish an activity, and class, or a selected person, does the activity.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows techniques of good speaking include maintaining eye contact, clean enunciation, appropriate expression, appropriate gestures, volume, rate and tone.

B. The student is able to evaluate his/her effectiveness as a speaker.

State Goal	1,7
District Goal	
Program Goal	6,8

Related Area(s) Listening for recall

Suggested Activities: Grade(s) 7-8

Title:

Group Size: entire class

Materials: two short high interest teacher prepared speeches with 5-10 question quizzes for each. Paper and pencils

Procedure(s):

- Select two students of comparable speaking ability and coach both privately on their speeches so the delivery will be as nearly the same as possible, except have one student look at the floor, out the window, ceiling, etc., anywhere by at the audience. The other student should establish eye contact whenever possible with different members of the audience.
- Then without discussion or prior notice, have the students give both speeches followed by quizzes. Hopefully there will be more right answers on the quiz information given by the student making eye contact.
- Discuss with students, the differences in delivery of each speech. Ask students to compare how they felt with the speaker looking away from them, as when the speaker was looking directly at them.
- Have students evaluate each style of presentation and decide which style is most effective in conveying the message.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the basic courtesies of speaking. B. The student is able to coverse informally with peers, younger children and adults, while observing basic courtesies.

State Goal	1,6
District Goal	
Program Goal	1,10

Related Area(s) Drama, Listening

Suggested Activities: Grade(s) 7-8

Title: Marathon Talk
Group Size: small groups
Materials: general topics and/or characters

Procedure(s):

. In front of class, teacher gives small group a motivating subject (what) and characterization (who) so students can establish conversation. Teacher instructs students on the following:

1. They are to speak continuously on a general topic for one minute.
2. They are not to listen to anyone else in the room.
3. They are not to react to anyone in the group, but may use gestures.
4. They are to talk only on that subject.
5. Teacher may want to have group in a circle, some standing, backs turned, or sitting, etc..

. Class discussion following timed talk should involve feelings about listening, posture of others, emotions, clarity, etc.

Title:
Group Size: individual, small group (3)
Materials: guests

Procedure(s):

. People of various ages and status ratings (ASB president, local postmaster, employer, etc.) or whatever, as long as there is variety, are invited to class.

. Class is informed that they 1) should have some

Suggested Monitoring Procedures

Teacher observes and makes comments on certain people or groups involving emotional level, vocal variety, continuity, etc..

Teacher may want to prepare an evaluation or question sheet for each group or person to fill out after their conversation.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
activity to explain to the guest, 2) are to interview the guest to get opinion on something, 3) are to express an opinion. The groups exchange guests in hopes they will discover language differences (formal-informal).		
		District Resources

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to retell a story based on what he/she as seen, thought, heard or read. B. The student is able to give oral directions in logical and/or sequential order.

State Goal	1,6,9
District Goal	
Program Goal	1,8

Related Area(s) Written Expression

Suggested Activities: Grade(s) 7-8

SEE Paragraph Writing--organize and write details.
Activity: Peanut Butter and Jelly

SEE Paragraph Writing--write a vivid description.
Activity: Draw It With Words

SEE Creative Writing--description of an incident (first, third person)

Title:	Sound Story
Group Size:	individual, entire class
Materials:	record of sounds of a happening, record or tape player, paper, pencil

Procedure(s):

- Play record or tape and have students jot down notes about sounds.
- About five minutes after playing either individually or in pairs have students develop ideas into a story. Have students tell their story based on the sounds.
- Students should discuss what the sounds meant to them, and the meaning they gave to the sequence of sounds. Students working in pairs will need to come to a consensus about the meaning of the sounds in order to develop a story.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to present an oral report individually or as a member of a panel. B. The student is able to give oral directions in logical and/or sequential order. C. The student is able to deliver a prepared speech for a specific purpose, i.e., persuade, entertain, inform.

State Goal	1,7
District Goal	
Program Goal	1,3,8

Related Area(s)

Suggested Activities: Grade(s) 7-8

Suggested Monitoring Procedures

Possible Resources

Title: Can You Do It?
Group Size: small group, entire class
Materials: list of activities that have sequential and specific steps to be accomplished (bake a cake, give the dog a bath, etc.)

Procedure(s):

- Divide class into groups of three to five students, and assign each group one activity. The members of the group are not to communicate with each other.
- Give them five minutes to jot down ideas on how to complete the given activity.
- Then each panel group presents their speech without telling the other members what they will say.
- After presentation, listening groups get together and organize: deleting redundancies, filling in obvious gaps, organizing information in sequence, and assigning portions of the presentation to each member. (Students should come to realize the need for good planning when working with others to give an oral presentation.
- Provide the materials needed for the activity, and let one group perform the activity according to the panel presentation the other group gave.
- Grade speeches on how well activity was accomplished.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows the various purposes of speaking are to inform, entertain and persuade. B. The student is able to deliver a prepared speech for a specific purpose, i.e., persuade, entertain, inform. C. The student is able to evaluate his/her effectiveness as a speaker.

State Goal	1,7,9
District Goal	
Program Goal	6,7,8

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title:	"Sell" - "Don't Sell"
Group Size:	entire class
Materials:	each student is given a 3" x 5" card on which is written a description of a product plus one of the following words: "Sell", "Don't Sell"

Procedure(s):

- Allow students 15 - 25 minutes to outline and write a speech about a given product to convince the audience either to buy or not buy their product,
- After each person gives his/her speech, have the class vote on whether or not they would buy the product. If the class is sophisticated enough, they may do the opposite of what they are sure the speaker wants, and this can be used positively to talk about overkill and subtlety.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to give oral directions in logical and/or sequential order. B. The student is able to evaluate his/her effectiveness as a speaker.

State Goal	1,7
District Goal	
Program Goal	3,7,8

Related Area(s) Paragraph Writing

Suggested Activities: Grade(s) 7-8

Title: Can You Find It?
Group Size: entire class
Materials: paper, pencil, small objects; students bring own with name on it

Procedure(s):

- While class is out of the room (library or assembly) have individual students go to room (teacher should monitor) and hide his/her object.
- When the class returns, each student writes a brief explanation of directions on how to find his/her object if the finder starts at a given point.
- Then the hider must throw his/her paper away and give the directions orally once only, while finder attempts to locate object.

Variation:

- Depending on students and building, objects can be hidden outside the room.

Suggested Monitoring Procedures

Use a time factor for finding the object in determining the effectiveness of the directions.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 6-8

Student Learning Objective(s) The student is able to conduct an interview.

State Goal	1,7
District Goal	
Program Goal	1,3,8

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Twenty Questions
Group Size: pairs, entire class
Materials: 3" x 5" cards with the name of a famous person (or well known to the students), and some very specific facts about that person

Procedure(s):

- One student draws and reads card to him/herself. Then either the rest of the class take turns, or one person asks twenty questions - yes or no type, while one student writes the questions and answers on the chalkboard.
- After class has discovered who the individual is, go over the questions and determine what other information is needed about the individual to make him/her more interesting. Talk about why, how, who and what questions. Then let each student ask a "W" question.
- Compile and compare the "Yes-No" interview with the "W" interview. Which is better? Why? Could they be combined? How? Is Anthing missing?

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to give an impromptu speech. B. The student is able to evaluate his/her effectiveness as a speaker.

State Goal	1,7
District Goal	
Program Goal	1,4,7

Related Area(s)

Suggested Activities: Grade(s) 7-8

Suggested Monitoring Procedures

Possible Resources

Title: Guess The Topic
Group Size: small group
Materials: list of topics (3" x 5" cards) that the students know about - preferably something they have experienced first hand: basketball, eating steak with a knife, etc.

Procedure(s):

- A student draws one card and is given thirty seconds to think. Then the card is given to the teacher, and the student gives a 1 - 2 minute speech on the topic, but never actually says what the topic is.
- The class then tries to determine the topic from the information given by the speaker.

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 7-8

State Goal	1,6,9
District Goal	
Program Goal	1,3,4,8

Student Learning Objective(s) The student is able to take issue with a speaker discussant without insulting the character of the other person.

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Talk Back!

Group Size: 4 small groups (3 - 5 people)

Materials: either prepared speeches which will interest speakers or speakers prepare one and read to each group

Procedure(s):

- Teacher divides class in small groups who will be listeners. Teacher tells student listeners that their point of concentration as a group will be to listen to the speech and then react to the speaker in one of four ways:
  1. overpraise the speaker about everything
  2. overly negative, nothing was good
  3. nothing, students start to talk to neighbor immediately after speech
  4. critical (positive and negative) points
- The four speakers give speeches to class individually (each one minute), and the aforementioned groups who are sprinkled through out the class react.
- After each speech is given the students react as assigned.
- Then the speakers discuss with the teacher and class which reaction was most constructive and beneficial.
- Also discuss with speaker how he/she felt as he/she received the different types of feedback - Have speaker identify the kind of feedback that would be most helpful when preparing for future speeches.

Suggested Monitoring Procedures

Teacher may want to prepare a question sheet for the groups and the speakers, or just question them aloud as to their individual reactions.

Note: Teacher may or may not want speakers to listen to each other. Speakers are not to know that they have been set up.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to ask questions to clarify meaning or get information. B. The student is able to evaluate evidence, draw conclusions and qualify ideas, opinions and conclusions.

State Goal	1,7
District Goal	
Program Goal	1,3,8

Related Area(s) Make inferences (reading)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: What Happened
Group Size: entire class
Materials: paper, pencil

Procedure(s):

- Send three to five students out of the room. Then list 10 students' names on the board under the heading You-You-You.
- Have the listed students sit on the floor with legs crossed and heads down. List half the remaining students under the title One Hour.
- Have remaining students (those not on either list) stand against a wall with their arms folded and heads down.
- Call in the students that were sent out. These students are allowed to ask five questions, each asking question one before anyone asks question two, etc., so they may adjust their questions according to the other questions and answers.
- After all have asked their five questions, then each tells what he/she thinks happened in the room while they were gone.
- Hopefully, they will determine that the teacher gave directions, and those who refused to either sit on the floor or stand against the wall will be staying after one hour. Also only those listed under You-You-You could sit on the floor, etc..

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT - Working Copy

BJECT: Language Arts

SPECIFIC AREA: Drama

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. the various techniques of dramatic interpretation, i.e., improvisation, role playing, pantomime, puppetry.	255	4-8					
. drama is a form of creative expression and movement often used to entertain.	261	4-8					
The student is able to:							
. use various techniques of dramatic interpretation, i.e., improvisation, role playing, puppetry, pantomime.	255-	4-8					
The student values:							
. drama as a form of self expression.		4-8					
. drama and enjoys observing and/or participating in dramatic presentations.	255	4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 495	ENVIRONMENTAL EDUCATION	OTHER ______________ 496

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Suggested Objective Placement 4-8

State Goal	1,9
District Goal	
Program Goal	1,3,8, 10

Student Learning Objective(s) A. The student knows the various techniques of dramatic interpretation, i.e., improvisation, role playing, pantomime, puppetry. B. The student is able to use various techniques of dramatic interpretation, i.e., improvisation, role playing, puppetry, and pantomime. C. The student values drama and enjoys observing and/or participating in dramatic presentations.

Related Area(s) ____

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources
Title: Mirror Exercise **Group Size:** pairs **Materials:** open area **Procedure(s):** . Pairs of students face each other. One student is the initiator, the other the follower. Initiator begins slow, smooth movements and the follower imitates the initiator. Teacher may side coach, i.e., "Slow and smooth, like looking in a mirror. Keep a focal point and don't watch the part being moved." Then roles are reversed. . After students adjust to first exercise, teacher can suggest they pick some simple activity to mirror, i.e., brushing teeth, eating, putting on make-up.	This can be used as a warm-up exercise to "break the ice."	Spotlight on Drama in the Classroom, K-6, publication available from the Superintendent of Public Instruction, Olympia, Washington
Title: What's Your Move? **Group Size:** pairs, small groups **Materials:** either a script with dialogue or character description **Procedure(s):** . Teacher gives the students a scene involving the following three things; who, where, what. . The student in turn must create a dialogue, if not already given, for a short scene. . The characters should be someone other than the students, yet someone with whom the students are familiar. Example: Who: person--18 years old, newscaster 30-35 years old Where: street in front of store What: younger person spots newscaster strolling	Teacher may want to develop criteria the students must meet: Maintain concentration, Communicate character's desire, Add to the scene, Move in character, Evoke audience belief, Speak in character.	**District Resources**

Suggested Activities: Grade(s) _______

down the street. Younger person recognizes newscaster, doesn't want to get caught staring, but wants the pleasure of being spoken to by the celebrity.

Title: Bubble Gum
Group Size: small group (7), entire class
Materials: empty playing area

Procedure(s):

- Instruct seven students in the following exercise prior to performing.
- Student One stands about one and a half feet from Student Two.
- They clasp all four hands together, and pull them in close to Student One's hips.
- Students Three, Four and Five roll up as balls on the floor under the arms of Students One and Two.
- Student Six walks up to the fists, pantomimes taking out a coin, inserts it into fists, and pushes lever by pulling clasped fists to Student Two's hips.
- Student Three rolls out as a ball of gum.
- Student Six repeats action for Students Four and Five to roll out. Class attempts to guess what it is they are pantomiming.

Suggested Monitoring Procedures

Possible Resources

District Resources

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Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to use various techniques of dramatic interpretation, i.e., improvisation, role playing, pantomime, puppetry.

State Goal	1,6,7
District Goal	
Program Goal	1,3,8

Related Area(s) To be performed before "Machine I"

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: Banana Split
Group Size: small group (9), entire class
Materials: empty working space

Procedure(s):

- The teacher picks an inanimate object with many components and develops and/or has students develop motions and/or chants for each component.
- Prior to presentation, instruct nine students in their role. ...
- Person One lies on floor, curved like a banana, and says over and over in low monotone, "Ba-na-na, Ba-na-na." After fifteen seconds, Person Two enters playing area, crouches or hangs rounded over left end of banana, and in a jerky low voice says, "Chock-o-lot, Chock-o-lot". (chocolate)
- Person Three does the same at center of banana, and says in very high voice, rapidly, "Va-nil-la, Va-nil-la."
- Person Four does the same at right end and says, "Straw-ber-ry, Straw-ber-ry." in a low to high pitch.
- Person Five goes to left end and raises and lowers arms over ice cream repeating, "Fudge sauce, Fudge sauce" in a medium pitch, but heavy on fudge and light on sauce.
- Person Six does same at right end and says, "Car-a-mel, Car-a-mel," in up and down sing-song.
- Person Seven walks right to left dropping plops of whip cream, and saying in high pitch, "Whip", as he/she raises arms and low pitch "Cream", as arms drop.
- Person Eight goes left to right, sprinkling nuts and saying over and over staccato, "Nuts, Nuts, Nuts."

District Resources

Suggested Activities: Grade(s) ______

- Then One through Eight speed up to frenzy.
- Person Nine walks in and plops on a cherry with a final loud "Cherry".
- By this time class should know for sure it is a banana split.

Variation: (Grade level 6-8)

- Go through entire sequence with motion only first and then repeat with sounds, if class cannot identify object.

Title:	You're On
Group Size:	entire class
Materials:	large empty playing area

Procedure(s):

- Teacher instructs class that the playing area is an ocean beach. Outline where the sand and water meet. (Absolutely no talking)
- Then select one student and tell him/her to move into the area and begin any beach activity, i.e., swimming, sunning, shell hunting.
- The rest of the class watches and as they feel the urge, join, doing any activity, i.e., may enter as group and play volley ball, or non-verbally communicate to others there and start a frisbee game, etc..
- When entire class, or at least the bulk of it, is engaged in the beach scene, the teacher/director yells "Thunderstorm!" or"Fire on your left!" or "Tidal wave!" and characters must react.

Variation:

- Scene can be a basketball game with the class as audience, or other similar activities.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to use various techniques of dramatic interpretation, i.e., improvisation, role playing, puppetry, pantomime.

State Goal	1,6,7
District Goal	
Program Goal	3,8,10

Related Area(s) Listening

Suggested Activities: Grade(s) 7-8

Title: Tug-of-War
Group Size: small group
Materials: open area

Procedure(s):

- Teacher selects several students to represent two teams in a "tug-of-war". The teams should be somewhat equal in physical size at first.
- Students pick up imaginary rope and pull. They will, hopefully, mirror person in front of them and not stretch the rope like it is made of rubber. Left team gets advantage.
- Teacher may wish to have students create a scene around this (i.e., two people walk into area, see rope and give challenge to one another, other people passing join in the activity).

Variation(s):

- Other simple games can be used also where the coach varies instructions.

Example(s):

- Students pantomime throwing a beach ball to partners across the room. The coach yells after a few throws, "Now the ball weighs five more pounds, now ten, now 1/2 its size, baseball size, it still weighs 15 pounds."
- Business man at home puts clothes in suitcase and carries it to airport, leaves in phone booth. Robber takes to garage, empties it, and an old woman finds it, etc.

Suggested Monitoring Procedures

Teacher may wish to side coach by giving directions to a certain team.

Possible Resources

Spotlight on Drama in the Classroom, K-6, publication available from the office of Superintendent of Public Instruction, Olympia, Washington

District Resources

Suggested Activities: Grade(s) ______

Title: Stamp! Stamp!
Group Size: class divided into two groups
Materials: large empty play area with stairs or risers at one end

Procedure(s):

- Line up one half of the class at end of play area away from stairs, and have other half stand facing them on stairs,
- The first half stands quietly with heads down and concentrates until (hopefully in unison with no verbal cue) they begin to move forward very slowly, stamping one foot and saying, "Stamp, stamp, stamp," as they stamp. They get louder and faster but maintain a straight line without looking.
- The other group on the stairs, again without verbal cue, in unison throw up their arms and yell, "Stop!" The stampers immediately stop and stand quietly until they feel the non-verbal communication to back away very slowly in unison maintaining a straight line.
- Repeat, reversing roles.
- Repeat until students establish the non-verbal communication.

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Suggested Monitoring Procedures

Check for non-verbal communication — squelch any verbal cues.

Possible Resources

District Resources

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SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows drama is a form of creative expression and movement often used to entertain. B. The student is able to use various techniques of dramatic interpretation, i.e., improvisation, role playing, puppetry, pantomime.

State Goal	1,9
District Goal	
Program Goal	1,8,10

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Stick Game
Group Size: entire class
Materials: a smooth wooden stick approximately 1" in diameter and 10" long (long doweling is good)

Procedure(s):

- Students sit in a circle on the floor with their legs crossed.
- The teacher takes the stick and demonstrates several improvisations; using the stick as a comb, a shoehorn, a whip, etc.
- Then teacher instructs the students to use the stick in any improvisation that has not already been done. They must begin their action immediately upon receiving the stick and continue until someone calls out the object they are portraying.
- If they fail to begin immediately or use an activity that has already been done, they are out of the circle.
- Continue around the circle until there is only one person left--the winner.

Suggested Monitoring Procedures

Possible Resources

Spotlight on Drama in the Classroom, K-6, publication available from the Superintendent of Public Instruction, Olympia, Washington

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: Language Arts

SPECIFIC AREA: Literature: Prose - Types of Literature

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. the broad scope of literature includes fairy tales, folk tales, fables, myths, legends, biographies, autobiographies, poetry, short stories, plays and novels.*	265	4-8					
*NOTE: See Small Schools, K-3, Literature for definition of fairy tales, folk tales and fables.							
*. fiction is a created story which can depict either reality or fantasy.	267	4					
*. nonfiction relates factual situations and information.	267	4-6					
. a legend is a story or collection of stories handed down through oral tradition and is popularly regarded as history.		4-6					
. an autobiography is the history of an individual written by himself/herself.		4-8					
. that biography is the history of an individual's life written by another.	271	4-8					
. that an adventure story can be either real or imaginary, and it describes adventurous experiences in the life or lives of the main character.	273	4-8					
. a myth is a story created by ancient cultures to explain the nature of man and the universe.	275	5-8					
The student is able to:							
*. distinguish between real and imaginary elements in a fictional story.	267	4					
*. distinguish between fiction and nonfiction in literature.		4-8					
The student values:							
. enjoyment obtained through literature.	273	4-8					
. the understanding of self and others gained through identification with the problems and emotions of characters.	271	6-8					
. literature as a means of obtaining information and awareness of cultural attitudes and customs.		6-8					
. his/her own response to literature.	265	4-8					
. the response of others to literature.	265	4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SCHO[illegible] PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows the broad scope of literature includes fairy tales, folk tales, fables, myths, biographies, autobiographies, poetry, short stories, plays and novels. B. The student values his/her response to literature. C. The student values the response of others to literature.

State Goal	9,10
District Goal	
Program Goal	6, 4

Related Area(s) ______

Suggested Activities: Grade(s) 7-8

Suggested Monitoring Procedures

Possible Resources

Title: What Is Literature?
Group Size: small group, entire class
Materials: library books, anthologies, texts

Procedure(s):

- Divide class into small groups for discussion. Each group is assigned a question, such as:
  1. What is literature?
  2. What is literature supposed to achieve?
  3. How does literature do its job?
  4. What is the difference between worthwhile literature and worthless literature?
- Have students collate materials on the chalkboard, under headings of Definition, Goals, Methods, and Standards of Quality.
- Without issuing directives, guide the discussion into all the areas mentioned in the objectives.
- Have a worksheet prepared for the students. It should contain the anticipated conclusions of the discussion.
- If the conclusions are vastly different from expectations, use the worksheet as an informational study sheet near the end of the unit. If they are similar, hand out the worksheet. This has a great effect, and it will underscore the idea that reasonable people will arrive at similar appreciations of the truth.

District Resources

Suggested Activities: Grade(s) 7-8

Title: What Is Your Category?
Group Size: small group, entire class
Materials: library books

Procedure(s):

- Give students a number of stories (one for each category above, i.e., folk tale, fable, myth, biography, autobiography, short stories) and ask them to categorize the stories according to the various types of literature.
- Ask students to provide examples of each category of literature and tell why their example should be placed in its particular category.
- Students may be asked to describe the process by which various categories may be used in creating others, for example:

Q. How could a myth or a fable be rewritten as a short story?

A. Using a myth (such as the myth of Icarus) as a basis, a short story can be written to make a similar point about modern effects of the problem described in the original version (such as Ray Bradbury's use of the Icarus myth in his short story "The Flying Machine" to comment on the destructive potential of modern technology.)

Suggested Monitoring Procedures

A post test should follow discussion of the various literary categories.

Students should match definitions with the various types of literature. Students can also be asked to match literary selections by title, with the proper category.

Example:

Title	Classification
The Babe Ruth Story	Biography

Possible Resources

District Resources

SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows fiction is a created story which can depict either reality or fantasy. B. The student knows that nonfiction relates factual situations and information. C. The student is able to distinguish between fiction and nonfiction in literature.

State Goal	9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Whoppers
Group Size: individual, small groups, entire class
Materials: worksheet, pencil

Procedure(s):

- Present to the students a brief statement of the difference between fiction and nonfiction. Ask the students to take notes.
- Have each student make up a story, with an outline, of two or three minutes in length. The story, about him/herself or a relative, should be true at the start. Somewhere in the first two-thirds of the tale plausible lies should begin to develop. These become increasingly blatant. Others in the group say "Fiction" when they first detect a lie. The first to detect a lie wins the round. Incorrect early guesses result in disqualification.
- Each student presents his/her story.
- The "high point" people from small groups present their tales for the class.
- In discussion, the class should decide how they were able to tell when reality ended and fantasy began. The concept of "frames of reference" should be emphasized.

Variation(s);

- A number of short, narrative excerpts from fiction and nonfiction literature can be arranged in random order on a reprint sheet. These should be selected so that they contain enough clues(names, dates, familiar events) to enable the student to identify the type of writing.
- Students may be asked to tell how they would go about teaching this to next year's 7th or 8th grades.

Suggested Monitoring Procedures

A quiz over the elements of the teacher presentation could follow the activity.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows that nonfiction relates factual situations and information. B. The student can differentiate between nonfiction and fiction in literature.

State Goal	1,9
District Goal	
Program Goal	3,4

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: To Tell The Truth

Group Size: groups of six, entire class

Materials: teacher-prepared affidavits on at least three historical events

Procedure(s):

- Select three "contestants" with the remaining group members acting as panelists.
- Each contestant reads his/her statement, explaining some historical occurrence. Each statement is different. Only one is the truth. The other two contain fictitious aspects. For example; the three contestants each take the part of Nikita Khrushchev explaining his reasons for sending Soviet missiles to Cuba.
- Each panelist selects the contestant he/she believes gave the truest statement and then gives the reasons for his/her choice.
- A group discussion is held to determine how those who were correct were able to distinguish probable truth from probable fiction. The teacher summarizes the discussion to see that essential points are made. Students should become aware that when elements of the situation are impossible in real life, they can consider the situation to be a fantasy.

Suggested Monitoring Procedures

Possible Resources

District Resources

Videotape player and recorder. Any of the current rash of "docu-dramas" should be recorded.

A videotape of the "Six Million Dollar Man."

Suggested Activities: Grade(s) ______

Title: Is The Six Million Dollar Man Really True?
Group Size: entire class
Materials: film and recording of "Six Million Dollar Man"

Procedure(s):

- Screen an episode of the "Six Million Dollar Man." Stop the film after each action sequence. Ask the students to determine whether they are possible or fantasy. Avoid discussion of plausibility.
- Ask students if any of them have been on the tour of Universal Studios. Discuss devices which made occurrences seem realistic. (Rocks made of sponge, collapsing bridge, etc.)

Title: History: Fact or Fiction
Group Size: small group, entire class
Materials: documents, history books, taped documentary

Procedure(s):

- From actual documents and historical records, present an event that is also the subject of a television program or documentary ("Roots," "Chief Joseph").
- Show students a portion of the filmed TV program.
- Discuss the fictitious aspects of the program.
- Have the group share ideas as to why these were added.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHO[illegible] PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows that a biography is the history of an individual's life written by another. B. The student values the understanding of self and others gained through identification with the problems and emotions of characters.

State Goal	1,4,6, 9,10
District Goal	
Program Goal	2,4,5,

Related Area(s)

Suggested Activities: Grade(s) 7-8

Biographies: A written history of a person's life written by another.

Title: Biographies
Group Size:
Materials:

Procedure(s):

- Read biographies to the students. Then divide class into three groups. Have each group do activities to illustrate stages in the life of the main character.
- One group will make dioramas, charts, poems, pictures, murals, etc., to illustrate life as a young boy/girl.
- Second group will use some of the activities to illustrate life as a young man/woman.
- The third group will illustrate the life as an old man/woman.
- When all activities are finished, have each group share their activities with the class.
  Variation: Students will make dioramas illustrating one of their favorite parts of the story.

Title: Riddles
Group Size: entire class
Materials: paper, pencils

Procedure(s):

- Have students write riddles describing characteristics of their hero and tell them to the class. See if the students can guess who the character is.

Suggested Monitoring Procedures

Possible Resources

Biographies:

1. Ben Franklin, Ingrie
2. G. Washington, Edgar
3. A. Lincoln, Parin
4. Columbus, D'Aulaire
5. Squanto, Friend of White Men, Clyde Bulla
6. Benjamin West and His Cat Grinalkin, Marguerite Henry
7. Mozart, The Wonder Boy, Opal Wheeler and Sybil Deucher
8. J. F. Kennedy
9. Martin Luther King
10. Marie Antoinette
11. Invincible Louisa
12. Harriet Tubman
13. Clara Barton

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHO[illegible] PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows that an adventure story can be either real or imaginary, and it describes adventurous experiences in the life or lives of the main character.

C. The student values enjoyment obtained through literature.

State Goal	4,6 9,10
District Goal	
Program Goal	2,4,5

Related Area(s)

Suggested Activities: Grade(s) 7-8

Adventure Stories: Either a true or imaginary story describing adventurous experiences in the life or lives of the main characters.

Title:
Group Size:
Materials: adventure books

Procedure(s):
- Have students select and read adventure stories, such as, Old Yeller, Little House on the Prairie.
- Have students draw illustrations in a booklet each day related to the part of the story they read that day. At the end of the book the students will have a series of illustrations about the book.
- Have students write one or more sentences to go with each picture.

Title: Mural
Group Size: entire class
Materials: butcher paper

Procedure(s):
- Take a large piece of butcher paper and divide it into sections (the same number as the chapters in the book selected). Each day have different students draw a section of the mural illustrative of a certain chapter of the book they are reading or one the teacher is reading to the class.

Suggested Monitoring Procedures

Possible Resources

Adventure Stories:
1. My Side of the Mountain
2. Little House on the Prairie
3. Old Yeller
4. Rascal
5. Island of the Blue Dolphin
6. Box Car Children
7. Henry Huggins
8. Beezus and Ramona
9. Charlotte's Web
10. Strawberry Girl

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

District Resources

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SMALL SCHO PROJECT - Working Copy

Suggested Objective Placement 5-8

Student Learning Objective(s) The student knows a myth is a story created by ancient cultures to explain the nature of man and the universe.

State Goal	6,9
District Goal	
Program Goal	3,4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: Who Done It?
Group Size: individual to small groups
Materials: mythology book giving provinces of various gods and genesis of their powers

Procedure(s):

- Present the idea to students that many myths are an attempt to personify natural phenomena.
- Have students list five natural phenomena, i.e., thunder, volcanoes, rainbows.
- Have students respond to the following questions:
  1. What type of person would inflict this on others?
  2. What might someone do to bring such phenomena on himself?
  3. What other acts of power by a god could result in equal punishment or reward (regarding the answer to number two).
- Have students look up the gods in question, to determine how closely the class guessed the personality and motives of that god.

Variation:

- Students are assigned a myth to investigate individually. They should produce an abstract of it and explain its purpose.

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Possible Resources

Title: Myths

Group Size: groups of three

Materials: mythology chart of titans and their relatives, mimeographed excerpt describing the first three generations of gods

Procedure(s):

- Distribute one geneology to each group.
- Students should determine exactly what this is attempting to explain.
- When an answer is produced, they should obtain the excerpted story and read it.
- Then, each member of the group will do one of the following tasks:
  1. Draw a scene from the Zeus-Cronos war.
  2. Make a collage on the theme of creation.
  3. Write a Declaration of Independence for the forces of Zeus, explaining the causes and aims of his rebellion.
- Teacher conducts a culminating review to determine the reaction of students to this type of creation story. (Possible reference to Genesis)

District Resources

SMALL SCHOOLS PROJECT - Working Copy

BJECT: Language Arts

SPECIFIC AREA: Literature: Prose - Elements of Literature

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. the elements of a story include plot, character and setting.	281	4-8					
. the plot of a story presents a problem or conflict that is usually resolved.	283	4-8					
. the climax is the point of highest interest or turning point of the story.		4-8					
. resolution of the story is the point where the conflict is resolved.	285	4-8					
. the sequence of incidents of a plot may be interrupted by flashbacks, subplots, prologues, parallel episodes and similar devices.	291	7-8					
. introduction establishes feeling (mood) and gives setting.	299	7-8					
. character creation gives history and realism to characters.	287-	7-8					
. most literature is written from the point of view of first person (I), or third person (he, she, they).	293	7-8					
. theme is the author's central thought in a selection which may involve several ideas.	297	7-8					
. mood refers to the atmosphere of the selection and is described in terms of human emotions and works with other elements to give shape to a whole pattern.	299	7-8					
e student is able to:							
. identify the main characters in a selection.		4-6					
. determine what a character is like by drawing inferences from the various ways in which an author may reveal character, i.e., by what the character says, by what the author tells the reader, by the character's appearance or speech patterns, by what others say about the character, by how others interact with the character	287-	4-8					
. state the conflict or problem in a story or play.	281	4-8					
. identify the climax or turning point of the story.	283-	7-8					
. explain how the problem (conflict) in a short story or play is resolved.	283-	7-8					
. identify the point of view in a story, i.e., first person narrator, third person omniscient author.	293-	7-8					
. identify specific words or phrases which suggest a mood.	299	7-8					
. identify the general atmosphere or mood produced by the setting.	299	7-8					
. identify any obvious symbolism.	301	8					
The student values:							
. enjoyment obtained through literature, the understanding of self and others gained through identification with the problems and emotions of characters.	303	4-8					
. his/her own response to literature.	303	4-8					
. the response of others to literature.	303	4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) The student knows the elements of a story include plot, character and setting.

State Goal	9
District Goal	
Program Goal	3,6,8

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Story Similarities
Group Size: small group, entire class
Materials: Literature Anthology

Procedure(s):

- Divide students into teams of three members each.
- Assign each team a different short story to read.
- Have each team member analyze one element of the story (plot, characters, setting).
- As a team, have students discuss each element of their story, then write their responses and submit them to the teacher.
- Responses are written on the chalkboard.
- Elements of plot, character and setting for each story are discussed by the entire class.

Suggested Monitoring Procedures

After discussion teacher and class should decide if each group clearly identified elements of plot, characters and setting for their story.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 4-8

Student Learning Objective(s) The student is able to state the conflict or problem in a story or play.

State Goal	1,9
District Goal	
Program Goal	3,8

Related Area(s)

Suggested Activities: Grade(s) 7-8

Suggested Monitoring Procedures

Possible Resources

Title: Identify the Conflict
Group Size: entire class
Materials: chart with pictures

Procedure(s):

- Display a wall chart that shows people in various conflicts.
- Pick a certain picture and ask students to elaborate on what might have led up to the moment of conflict.
- Select certain pictures and assign a group of students to act out an event which leads up to the picture.
- Have students decide from pictures on the chart what type of conflict is in the picture.

Title: What Type of Conflict
Group Size: entire class
Materials: cards with the types of conflict on each

Procedure(s):

- Divide class into groups and give each group a card.
- Have the students roll play the conflict on the card and have the rest of the class guess the type of conflict.

  Example of types of conflicts:
  man vs. man
  man vs. nature
  man vs. himself

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Possible Resources

Title: Role Playing Involving Conflict
Group Size: entire class
Materials: scripts or presented situation for role players

Procedure(s):

- Select students for role playing.
  Mother sister (age 17)
  Father brother (age 16)
  - Both want to use the family car Friday night so an argument breaks out.
- Stop the scene and discuss the situation with the class. Let them determine what the problem is and who has the problem. In this case, both the brother and sister have a problem (man vs. man)

Title: Can He Win? (Conflict-Man vs. Man)
Group Size: entire class
Materials: story "The Wolverine"

Procedure(s):

- Read first half of story to class.
- Stop and discuss what keeps the character from reaching his/her goal.
  - What is the problem?
  - How does it differ from other conflicts (man vs. man)?
  - How might the conflict be resolved?
- Have students write an ending for the story in which the character resolves his/her conflict with nature.
- Read the end of the story to the students so they can compare their story with the author's.

District Resources

SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The students knows the plot of a story presents a problem or conflict that is usually resolved. B. The student is able to explain how the problem (conflict) in a short story or play is resolved. C. The student is able to identify the climax or turning point of the story.

Related Area(s) ____

State Goal	1,9
District Goal	
Program Goal	3,4,6,

Suggested Activities: Grade(s) 7-8

Title: Lesson in Conflict
Group Size: entire class
Materials: worksheet of songs and poems

Procedure(s):

- Select several students for role playing in a situation which creates conflict.

  Example:
  John and Mary are going together and it is assumed that they will go to the Spring dance together. A new boy in school, Bob, likes Mary and asks her to go to the dance with him. Mary wants to go with him but doesn't want to hurt John.
- After role playing, discuss the problem. What is the problem? Who has the problem? In what ways can it be solved?
- After discussion, tell students that in all forms of literature conflict is a major element. Use well-known songs and poems which are familiar to most students and ask them to find the conflict. Find who it belongs to and the way it was resolved.
- Once students begin working with conflict, and are able to distinguish between the different types of conflict, have them discover where the turning point of the conflict lies in stories they read. (At what point is there a resolution to the problem?)

Suggested Monitoring Procedures

Have individual students find a poem or song of their choice, identify the conflict, tell who it is, and how it was resolved.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Title: Add A Conflict
Group Size: entire class
Materials: pencil, paper

Procedure(s):

- Give students a situation and have them add a conflict. Vary the situation. Vary the conflict.
- Collect and redistribute to students so everyone gets a different one. Have the students resolve the conflict in some way.
- Collect and redistribute again. This time have the students find the turning point (where conflict is resolved).

Suggested Monitoring Procedures

Have students write their names on their papers at each step, then collect and check to see how individual situations were followed through.

Possible Resources

District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to identify the climax or turning point of the story. B. The student knows the resolution of the story is the point where the conflict is resolved. C. The student is able to explain how the problem (conflict) in a short story or play is resolved.

State Goal	9
District Goal	
Program Goal	3,6,8

Related Area(s) ________

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: The "Dilatory Approach"

Group Size: small group, entire class

Materials: short stories, scripts

Procedure(s):

- Several conflicts between two people are reduced to a series of cause and effect responses (see sample). Two students are to play the characters in conflict.
- The teacher describes the characters, then each begins to read his/her part. After each exchange, the teacher asks observers if this is the point at which a settlement of the problem is inevitable. Why? Why not? What else could happen to defer it?
- When the conflict is reached, students discuss why the "options" have run out, what must now happen (possible resolutions), and which resolution would be most suitable.
- Introduce terms climax and resolution.
- Students read a short story such as, "So Much Unfairness of Things." They should (a) list the events that build tension in the story (b) determine the point at which the action must be settled by a decisive event and (c) describe the resolution (and whether it is satisfactory).

Sample Conflict Script

Teacher - a brother, sister, one year apart in age (he is 13, she is 14) were watching TV.

He- I turned on the baseball game at 8:30 p.m. There was nothing else on, and I was bored.

District Resources

She- Nothing else on! I had been waiting all week to watch a beauty pageant at 9:00. At that time, I walked into the room and switched channels.

He- I calmly got up and switched back to the ball game.
She- As soon as he sat down, I switched back to the ball gowns.

He- I said, "Look, I was here first, and you turn it back right now!"
She- I said, "No way! I'm watching this!"

He- I hit her on the shoulder and then reached past her for the dial, turning my back to her.
She- I grabbed a pillow, and yelled, "Don't touch that dial!"
(This is the climax.)

How could this conflict be resolved?

Mother or Father enters room and removes TV cord from TV, and tells children to resolve their differences and watch TV quietly, or not watch it at all, then what?

(Partial resolution)

District Resources

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Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows character creation gives history and realism to characters. B. The student is able to determine what a character is like by drawing inferences from the various ways in which an author may reveal character i.e., by what character says, by what the author tells the reader, by the character's appearance or speech patterns, by what others say about the character, by how others interact with the character.

Related Area(s)

State Goal	9
District Goal	
Program Goal	3,4,6

Suggested Activities: Grade(s) 7-8

Title:	Developing A Character
Group Size:	entire class
Materials:	notebook, magazines, scissors, glue, art paper

Procedure(s):

- As the class reads a novel, have them keep a chapter by chapter account of two or three main characters.
- At the end of each chapter, discuss orally with the class the various things the different students had written about the various characters. Also discuss the way in which the author revealed the character through dialogue, actions, appearances; how other characters saw them; how they saw themselves.
- At the end of the novel the students could determine if the character changed or grew, and if so, why.

Variation(s):

- As the students read the novel, set a certain amount of time aside each week for them to make a collage on a character of their choice, adding to it each week until the unit on a particular novel was finished.
- Reserve a bulletin board for characterization of a unit novel.
- Divide it into sections (one section for each main character) and assign students to a particular chore.
- Assign each student to find words and phrases from newspaper or magazine that applies to the character he is assigned.
- Rotate the students with the characters as you progress through the novel so that each student has had a chance to work on each character.

Suggested Monitoring Procedures

Checking notebook periodically would determine if students were able to define the characters correctly and completely.

Possible Resources

Books:

The Pigman, Paul Zindell
The Outsiders, S.E. Hinton
The Witch of Blackbird Pond, Elizabeth Speir
Escape From Warsaw
Dinky Hooker Shoots Smack
That Was Then This Is Now
Seven Alone

District Resources

Suggested Activities: Grade(s) _______

Title: Know Your Neighbors

Group Size: small groups (six to eight in each)

Materials: paper, pencil

Procedure(s):

- Students are given a list of their group members and instructed to do the following in silence (emphasizing realism, but avoiding criticism).
- Select any member of your group as a subject, but keep who a secret. Write a bit of a story that contains a description of the personality and characteristics of your subject. The rest of your group will need to guess who this is, so be obvious only near the end.
- Have the student read his/her description to the other students in the class. See if they can guess who the person is you are describing.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows character creation gives history and realism to characters. B. The student is able to dermine what a character is like by drawing inferences from the various ways in which an author may reveal character, i.e., by what the character says, by what the author tells the reader, by the character;s appearance or speech patterns, by what others say about the character, by how others interact with the character.

Related Area(s)

State Goal	9
District Goal	
Program Goal	3,4,6,8

Suggested Activities: Grade(s) 7-8

Title: Who Is It?
Group Size: entire class
Materials: paper, pencil

Procedure(s):

- Have student write five actions he/she claims his/her character has taken. One should be easy to believe from a person with his/her background and personality, the second more outlandish, the third on the edge of impossibility, fourth a mildly implausible one, and finally a total impossibility. (see sentence #2 in example.) Numbers five, four and possibly three should be lies. Arrange them in order.

Example: Description of a model student, age 14

1. I read an entire book at one sitting.
2. I stayed up an entire night studying for a test, without any sleep.
3. I wrote two 100-page papers.
4. I never missed a class in sixteen years of school.
5. I have written six unpublished novels about the settlement of Mars, and have published one about the antebellum South.

- In small groups, each student reads his/her description aloud for class discussion.
- The actions are read aloud with group members trying to determine the truth of them.
- After the group concludes, each student will privately write down a response to "What kinds of observations enable some students to guess correctly?"
- Teacher presents an information sheet stressing that:
  1. The more detail we know of a character, the more

Suggested Monitoring Procedures

Read a character-oriented story, such as Shirley Jackson's Charles, having students note, in retrospect, the elements of Laurie's behavior that make Charles a believable extension of Laurie.

Possible Resources

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Possible Resources

real our concept of him/her can be.
2. the more we know of a character and his/her mieliu, the better we can evaluate the believability of his/her feelings and actions.
3. a variety of character details help us "know" characters -- appearances, physical habits, typical behaviors, friends, outsiders' observations, etc.
4. characters, like your friends, can be "known" and assessed on a similar basis.

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) The student knows the sequence of incidents of a plot may be interrupted by flashbacks, subplots, prologues, parallel episodes and similar devices.

State Goal	9
District Goal	
Program Goal	3,4,6,8

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title:	A Closer Look At Scrooge
Group Size:	entire class
Materials:	scripts for class of The Christmas Carol

Procedure(s):

- Assign parts of the play to all the students in class.
- Flashbacks: when reaching the part where the ghost enters, stop reading and discuss flashback:
  1. What is its purpose?
  2. What does it reveal that readers wouldn't know at the beginning of the story?
- Subplots: when reaching the part where the ghost looks in on past events, stop again and discuss these scenes as subplots connected to the main plot:
  1. What takes place in the subplots?
  2. How are the subplots related to the main story?
- Parallel episodes: after reading the complete play, discuss how Scrooge's life story is told at the same time that Cratchet's life story is told (both stories going on within one play).

Title:	Storytelling
Group Size:	entire class
Materials:	story to relate to class

Procedure(s):

- Tell a story to the class using at least two examples of flashbacks.
- After the story is finished, ask students to tell where flashback was used, and what it did for the story.

Suggested Monitoring Procedures

Quiz on The Christmas Carol in which the students must relate examples of flashback and state use of.

Relate examples of subplots and state the use of.

Relate examples of parallelism and the use of.

Teacher could have students do part two on paper to turn in for measurement of how well they grasp the concept of flashback and its use in literature.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows that most literature is written from the point of view of first person (I), or third person (he,she,they). B. The student is able to identify the point of view in a story, i.e., first person narrator, third person omniscient author.

State Goal	9
District Goal	
Program Goal	3,4,6,8

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Whose Point of View?
Group Size: entire class
Materials: three students, suitable short story

Procedure(s):

- Arrange privately for three students to present a staged "argument," during class, over a typical school situation. For example, two students might threaten to fight over a hallway collision for which each blames the other.
- Either as a surprise, or as open role playing, have each give his/her version of events. See that each expresses an opinion forcefully, but omits elements favorable to his/her antagonist.
- Have students try to determine who is right in the dispute.
- Have a third student (acting as an omniscient narrator) give a full unbiased version of the collision.
- Evaluate the stories with the class to determine which is most trustworthy, and the flaws in the two students' stories.
- Present briefly, a worksheet defining the term point of view, and giving the limitations of first person narratives.
- Assign a short story (such as "A Man of Peace" by Lawrence Williams), trying to get the class to realize the author's point of view, and the effect this has on the reader.
- Assign a paragraph, describing the hero of the story from the point of view of the villain. Note the changes this would have brought to the reader's attitude at story's end.

Suggested Monitoring Procedures

Possible Resources

Books:

The Pigman, Paul Zindell

The Outsiders, S. E. Hinton

Stories:

Buck Franshaw's Funeral, Mark Twain

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

Variation(s):

- A standard question asking students to identify the narrator's point of view can be included in the assignments relating to stories that are used to teach other story elements.

Title:	Who Is Telling The Story?
Group Size:	small group, entire class
Materials:	your choice; chalkboard, tagboard, overhead projector and tape recorder

Procedure(s):

- First Day-First Person: Students tell the story of Red Riding Hood (or any fairy tale) as though they were Red Riding Hood, and teacher records their responses on chalkboard or tagboard.
- Each student can be given a line so that the story can be recorded on tape.
- It is recommended students go over their written story and underline pronouns used.
- Second Day-Third Person: Using the same story, have students tell the same tale from the point of view of an observer (reporter, best friend).
- Each student can be given a line so that the story can be recorded on tape.
- Discuss how the pronoun used in the story vary from first to third person.

Variation:

- Teacher could record both stories on tape. Ask class to distinguish who is telling the story in each case, and how pronouns are used in each story.
- In small groups, or in pairs, have students interview each other, one being reporter, and one a character in a story. Show first and third person together.

District Resources

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Suggested Objective Placement 7-8

Student Learning Objective(s) The student is able to identify the point of view in a story, i.e., first person narrator, third person omniscient author.

State Goal 9

District Goal

Program Goal 3,4,6,8

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Point of View
Group Size: pairs, entire class
Materials: worksheet with two paragraphs (one in first person, one written in third person)

Procedure(s):

- Have two students sit facing each other in front of the class. The rest of the students in the class act as the audience.
- One student reads a paragraph containing a brief dialogue.

Example:

Mr. Clark said, "I want to buy this canary for my son's birthday." (first person narrator)

- Other student paraphrases the words of Mr. Clark: "Mr. Clark said he wanted to get a pet canary for his son." (third person omniscient author)
- The audience then discusses the differences in the way the paragraphs were stated. (one in first person, one in third person)
- Following this, students in the class may form pairs to repeat the activity.
- One student relates something in the first person, the other student paraphrases it in the third person.

Variation:

- Use the paragraph written in third person. Have students paraphrase it in first person.

Suggested Monitoring Procedures

Look at several stories students have read. Look for pronoun clues of first person.

Possible Resources

Resource Book For Time Touchers
Windchange Dreamstalkers, Harris, Matteoni, Anderson
Economy Company, pp. 223,225 (excellent example)

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 8

Student Learning Objective(s) The student knows theme is the author's central thought in a selection which may involve several ideas.

State Goal	1,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7- 8

Title: Identifying Theme
Group Size: entire class
Materials: pictures from magazines

Procedure(s):

- Show the class pictures on the same theme (i.e., the seasons, beauty of nature, the family) to show how the same idea can be interpreted in a variety of ways.
- Then, without mentioning specific themes, present pictures to the class and ask students to think of appropriate themes.
- When reading a unit novel, have students make a collage which expresses the various ideas of the theme.

Title: Can You Top This?
Group Size: small groups
Materials: magazines and newspapers

Procedure(s):

- Divide the class into small groups and have each group complete a list of jokes relating to the same theme.
- Select a representative to deliver the jokes to the class.
- Class members then try to guess the common theme of each series of jokes.

Suggested Monitoring Procedures

Individual collages should be good measurement of understanding theme.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Title: Name That Theme
Group Size: entire class
Materials: assignments from TV watching

Procedure(s):

- Have students come to an agreement about watching the same weekly television shows such as "Rhoda," "Good Times," "Happy Days," "Welcome Back Kotter." These shows usually cover a separate story each week, yet a single theme moves through each episode.
- Hold a class discussion on the programs and themes.
- Have students watch two or three programs and list the theme of each for discussion in class.

Title: Theme Librarian
Group Size: small group
Materials: poems with a variety of themes

Procedure(s):

- An explanation of the placement criteria of the Dewey Decimal System is briefly given.
- Students are given a packet of poems on varied themes. They are to categorize the poems by the main idea that the poem expresses or discusses. The categories are alphabeticized.
- At the chalkboard, teacher collates responses to determine if themes are similar. The concept of theme is explained.
- Given theme categories in a Dewey-like "system", students are turned loose in the library to find poems that fit into each category.

Suggested Monitoring Procedures

After discussion give short quiz to see how closely everyone listened during discussion.

Ask students to identify and discuss themes as other forms of literature are covered.

Possible Resources

Books:

Shelley's "Ozymandias" on impermanence.

Yeats' "Easter, 1916" on futility.

Robinson's "Cliff Clingenhagen" on humility.

Owen's "Dulce et Decorum Est" on naivete.

more short poems

District Resources

SMALL SCHOOL PROJECT

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows the introduction establishes feeling (mood) and gives setting. B. The student knows that mood refers to the atmosphere of the selection and is described in terms of human emotions and works with other elements to give shape to a whole pattern. C. The student is able to identify specific words or phrases which suggest a mood. D. The student is able to identify the general atmosphere or mood produced by the setting.

State Goal	1, 9
District Goal	
Program Goal	6, 8

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: Suggestive Moods
Group Size: entire class
Materials: pencil, paper

Procedure(s):

- Play four or five different types of music for students and have them draw a picture of how they feel for each of the different selections they hear.
  1. soft, slow, music
  2. loud, fast music
  3. heavy, slow, dirge-like music
  4. medium type music
- Be sure to have students number their pictures so that you know which type of music inspired each picture.
- Collect the pictures and discuss how the pictures vary according to the music they were listening to.
- Read orally a passage of the unit novel which sets the mood of the story, and discuss how the passage is similar to the music they listened to.
- Have students write down the words and phrases that create the moods.

Variation(s):

- Have students be prepared with paper and pencils.
- Play the game - YOU ARE THERE. Describe a place where they are. After the description is over, have students write down words which describe how they feel.
- Play the game about four times, each time varying the atmosphere that surrounds the class.
- Have the students number the situations correctly so that they can make comparisons with their classmates about how they felt.

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Possible Resources

- Have students share the words they wrote in situation one, and put some of the key words on the board.
- Read a passage from a story which creates the mood and is similar to the situation one done by the class.
- Read a passage from the same story describing how a character felt and compare to see if some of the same words were used in both cases.
- Carry through with the other class situations.

Title: Where Am I?
Group Size: entire class
Materials: worksheet, chart, chalkboard

Procedure(s):

- Teacher writes a description of a place. This could be given to students on a worksheet or written on the chalkboard, or on a chart.

Example:

Eerie shadows are flying overhead, as I stumble, unable to see, over the uneven rocky ground. I see the shadowy outline of a deserted house up ahead. The air is so damp that it mades me shiver.

- Follow up by asking students to describe the setting in which the story is taking place. Ask them what kind of mood or feeling they get after reading the description.

Variation: (could be done orally)

- Students could describe a place using details but not naming the setting. Other students could guess the place.
- After reading or hearing a description of a place, the student names the location or setting.

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District Resources

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Suggested Objective Placement 8

Student Learning Objective(s) The student is able to identify any obvious symbolism.

State Goal	1,9
District Goal	
Program Goal	3,6,8

Related Area(s) Social Studies (totalitarian regimes)

Suggested Activities: Grade(s) 8

Title: Note That Symbolism
Group Size: small group, entire class
Materials: worksheet

Procedure(s):

- Give each student a worksheet containing the samples given below.
- Regarding sample one, the class is asked what the man is expressing about himself (intelligence, patriotism, eminence), even before he begins speaking.
- Students are then asked how they know these things. The concepts of symbol and referent are introduced.
- They are then asked what any of these things really have to do with the speaker. The concepts of connotation, denotation and inference are introduced.
- In small groups, sample two is analyzed to determine what the symbols are and what they are intended to do.
- Sample three describes the different connotations the underlined words take on when Senator Cope's title is changed to Commissar Cope.
- A follow-up quiz over the new terms is advised.

Variation:

- Given a list of words with radically different denotative and connotative meanings, students may write sentences which express both values of the sample.

Example: rat

1. The rat scurried into its hole.
2. Jimmy Wilson is a no-good stinking rat!

Sample One: (symbolic words underlined)

A man walks onto a stage. He is wearing a scholar's cap and gown. He is at a lectern bearing an image of Abraham Lincoln. The stage is festooned with red, white and blue banners. Forty-foot portraits of

Suggested Monitoring Procedures

Possible Resources

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

George Washington and an American Revolutionary guerrilla flank the stage. A giant American flag covers the entire wall of the stage.

Sample Two:

A man is addressing the nation on television. His speech is designed to reassure people that he is wise, frank and honest. He sits at a massive, elegant desk. Rows of expensively bound books fill the shelves behind him on the left. Behind him on the right an open window reveals a cloudless blue sky over a garden full of blooming, colorful flowers. A bust of a Greek scholar is visible on the bookshelves. A portrait of Lincoln directly above his head is hung between the books and the window. Many ringbinders are stacked on both sides of the desk in front of him.

Sample Three:

The anti-American, subversive activities of Senator Cope make it easy to understand why he was called before this committee today. His unAmerican, socialistic behavior will surely receive a just reward. His anti-democratic attitudes have become a public issue about which many of his countrymen have commented.

District Resources

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Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student values enjoyment obtained through literature, the understanding of self and others gained through identification with the problems and emotions of characters. B. The student values his/her own response to literature. C. The student values the response of others to literature.

State Goal	1,9
District Goal	
Program Goal	3,6,8

Related Area(s) ______

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: Which Book Did You Like?
Group Size: entire class
Materials: tagboard, pen

Procedure(s):

- Post a chart on bulletin board with four categories: Book Name, Reader, other Readers and Responses. (see example).
- Monitor the responses of students to see which books are successful.
- Have a class discussion to determine why students enjoyed certain books more than others.

Example:

(or, THIS BOOK MADE ME LAUGH OUT LOUD)
(or, THIS BOOK MADE ME CRY A WHOLE BOX OF KLEENEX)
(or, THIS BOOK SCARED THE PUDDING OUT OF ME)
(or, THIS BOOK IS BETTER THAN FICTION)

MY FAVORITE BOOK

Book Name	Name of Reader	Names of Other Readers	Remarks

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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JECT: LANGUAGE ARTS

SPECIFIC AREA: LITERATURE: Poetry

	Page	Suggested Grade Placement	District Placement 4	5	6	7	8
The student knows:							
. poetry has a variety of forms, such as: limerick, cinquain, haiku, free verse, diamante tonka, lyric, ballad, sonnet.	307-	4-6 6-8					
. stanza refers to the formal divisions in the organization of a poem.	311	4-8					
. personification is a form of comparison in which something that is not a person is spoken of as if it were.		4-6					
. onomatopoeia is the imitation of the natural sound associated with the object or action involved (rumbled, buzzed, clanked).		6-8					
. alliteration is the likeness of sounds at the beginning of words.	313	5-8					
. that symbolism is the use of an object or action (the symbol) to stand for something else.	317-	6-8					
. a simile is a figure of speech that compares one thing to another using like or as (a heart as big as a whale).	321	6-8					
. metaphor is a figure of speech in which a comparison is implied.	325-	7-8					
The student is able to:							
. identify a variety of forms in poetry.	307-	4-8					
. identify rhyme scheme in a variety of poetic forms: couplet, triplet, quatrain.	315	4-8					
. identify symbolism as found in poetry.	317-	6-8					
. identify comparisons involving like or as (simile).	321	7-8					
. identify words and phrases that appeal to the senses (imagery).	323	4-8					
. identify direct comparisons (metaphor).	325-	7-8					
. interpret the author's tone and theme.	329	7-8					
. identify the meter of a poem.	331	7-8					
. identify irony in poetry.	333	7-8					
The student values:							
. the variety of unique ways in which language is used in poetry.	313-	4-8					
. enjoyment obtained through poetry.	327	4-8					
. his/her own response to poetry.	323	4-8					
. the response of others to poetry.	323	4-8					
. poetry as a natural expression.	315	4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

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SMALL SCHO S PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows poetry has a variety of forms such as: tonka, lyric, ballad, sonnet, free verse. B. The student is able to identify a variety of forms in poetry. C. The student values poetry as a natural expression.

State Goal	1,4,9
District Goal	
Program Goal	3,4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Ballad
Group Size: entire class
Materials: text or worksheet containing ballads and records from the library of ballads

Procedure(s):

- Discuss and define ballad: The ballad tells a story. It is often a sad love story, or the story of a hero who meets a tragic end--in a swift narrative style that relies heavily on the use of dialogue.
- Discuss the function of repetition. Ballads at first were not written down, only sung, and the repitition made them easier to memorize and pass on.
- Discuss that ballads usually have a theme or main idea to convey.

Example:

Theme: Betrayal
Poems: "The Golden Vanity"; "Lord Randall"; "A Ballad of Hell"
Theme: Lovers
Poems: "The Douglas Tragedy"; "A Ballad of Hell"; "Maid Saved from the Gallows"; "The Butcher Boy"; "Barbara Allen"

- Read the ballads aloud and discuss them.
- Many fine recordings of ballads exist and a great deal of class time could be spent just in listening to them.

Suggested Monitoring Procedures

Listen to students discussion of ballads and ascertain if they understand what the ballad is.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Title: Writing Ballads
Group Size: small group, entire class
Materials: pencil, paper

Procedure(s):

- Enrichment activity could include students writing their own ballads. Students can follow these steps in writing ballads.
  1. Select the story to be told in the ballad. Students may use a suggested story or select one of their own.
  2. Decide who will be the main character and what he/she is like. Summarize the main events in which this character is involved, omitting any details or incidents that are not essential.
  3. In every good story there is a conflict--a decision to be made. Decide the major conflict and explain it in a sentence or two.
  4. There should be a climax or final event that ends the conflict. Write it out in a sentence or two.

Title: Tinka Tonka
Group Size: entire class
Materials: none

Procedure(s):

- Write an example of Tonka form on the chalkboard. The first three lines of the tonka form have the same number of syllables as haiku. A completed poem in tonka form will have a total of thirty-one syllables.

Example:

The Queen
The dew is kissing
The dainty queen butterfly.
She is a monarch
In her robes of black and gold
She always reigns in glory

- Have students in the class write their own examples of tonka.

Suggested Monitoring Procedures

Have students read their own examples.

Possible Resources

District Resources

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Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows that poetry has a variety of forms such as: tonka, lyric, ballad, sonnet, free verse. B. The student is able to identify a variety of forms of poetry. C. The student values poetry as a natural expression.

State Goal	4,6,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title:	Be Free
Group Size:	entire class
Materials:	examples of free verse poetry

Procedure(s):

- Read aloud some poetry written in free verse.
- Discuss the poems. Use for example, the following;
  1. What were the words which appear last in the lines of this poem? If you were to see only these end words in each line - and had not read the rest of the poem - what would you think this poem was about? Would you be right?
  2. Say the poem aloud in a casual, natural way and notice where you automatically stop for breath. How often did you take a breath at the same place the poet ended the line? Was there any place you paused where the poet did not start a new line?
  3. Find the longest line in the poem. In what way are all the object or actions in this line related to each other.
- Have students practice writing free poetry.

Example:

- Writing a catalog poem:
  1. List the things you would see at a beach or a carnival on a summer afternoon.
  2. Describe what you would see if you walked from one end of your school to the other at lunch time.

Suggested Monitoring Procedures

Possible Resources

Teaching Poetry Today, Stephanie Gray

The Many Faces of Poetry, J. A. Senn

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

- Writing a concrete poem:
  1. Have students lightly trace their own hands and profiles by placing their heads sideways on a sheet of paper. Have them run a pencil from their chins up to their foreheads, and then around the top of their heads. Next to the lines have them write in wores describing each part of their face and head. For example, next to the line indicating someone's chin, that person could write "Strong determined chin." When these descriptions have been completed, have them fill in the inside of their heads with words that describe the kind of thoughts and feelings they have had that day.
- Other examples of concrete poetry:

O My!
He rocked the boat,
Did Ezra Shank;
These bubbles mark
o
o
o
o
Where Ezra sank.

Offices
grow
long
and
high
enough
to
touch
the
sky.

Houses seem
More like a box,
Made of glue
and building
blocks.

District Resources

SMALL SCHO[illegible] PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student knows a stanza refers to the formal divisions in the organization of a poem. B. The student values poetry as a natural expression.

State Goal	4,6,9
District Goal	
Program Goal	4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Suggested Monitoring Procedures

Possible Resources

Title: Stanza
Group Size: entire class
Materials: none

Procedure(s):

- Put three forms of poetry on the chalkboard or on the overhead projector. The first poem is contained in one paragraph, the second poem has two basic stanzas, and the third has four stanzas each containing four lines. Each poem talks about the same thing and has the same rhyme scheme.
- **Discussion:**
- How are these poems different?
- Ultimately the only real difference is the stanza form.
- Definition of stanza or verse is a paragraph in poetry.

Example(s):

Daffodils for sale
Down on the corner
In a plastic pail.

Daffodils for sale
Hanging on a rail
In a plastic pail

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows alliteration is the likeness of sounds at the beginning of words. B. The student values the variety of unique ways in which language is used in poetry.

State Goal	1,9
District Goal	
Program Goal	3,4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Same Sound
Group Size: entire class
Materials: worksheet containing poems with examples of alliteration, and alliterative headlines clipped from newspapers

Procedure(s):

- Remind the students that poetry uses repetition. Rhyme is repetition of sounds at the end of words. Rhythm is repetition of stress, a regular pattern of beats.
- Poets make use of repetition of sound at the beginning of words. This is called alliteration.
- Tape headlines to chalkboard that contain examples of alliteration. For example, this newspaper headline describing a debate over a veteran's bonus: "Vote Veto for Vets." The sports pages are particularly rich in alliterative captions. You may wish to compose your own alliterative phrases rather than rely on those you find in newspapers.
- Have students underline with felt pen those words that are alliterative. Discuss how alliteration adds effect to the lines.
- Hand out a poem with prominent alliteration.

Example(s):

"The Mysterious Cat" by Vachel Lindsay, "The Base Stealer" by Robert Francis, or for more advanced readers, "Bow, Bow, Thou Winter Wind" by Shakespeare.

- Students underline any type of alliteration they find in the poem.

Suggested Monitoring Procedures

Discuss the alliteration used in the poem, and the poet's reasons for using it.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

- Discuss the poems and the examples of alliteration found by the students.
- Other poems which make heavy use of alliteration to connect key ideas are Gerard Manley Hopkins' "God's Grandeur" and Wilfred Owen's "Arms and the Boy."

Variation:

- Students can build a poem rich in alliteration around the sounds contained in one key word. Give students a list of words they might use as the key words in their poems--gold, fat, happy. Ask them to write a definition of that word using words that begin with the same letter-sounds.

Example(s):

B
is for my baby
bounding boy
who bubbles spit
breaks toys
and loves it.

fat is floppy
funny, and frumpy.
full of fun
famous for feasting

Suggested Monitoring Procedures

Read poems aloud the next day. Have students identify alliterative words in the poems.

Possible Resources

District Resources

SMALL SCHO PROJECT - Working Copy

Suggested Objective Placement 4-8

State Goal	1,9
District Goal	
Program Goal	3,4,6

Student Learning Objective(s) A. The student is able to identify rhyme scheme in a variety of poetic forms: couplet, triplet, quatrain, lyrics, and ballads. B. The student values poetry as a natural expression.

Related Area(s)

Suggested Activities: Grade(s) 7-8

Suggested Monitoring Procedures

Possible Resources

Title:	Rhyming
Group Size:	entire class
Materials:	worksheets containing examples of poetry.

Procedure(s):

- Discuss definition of rhyme: the use of a word that corresponds with another in end sound. There are two categories of rhyme we will discuss: (a) pure rhyme, in which the end sounds in the rhyming word exactly correspond i.e., fair, hair, and (b) slant rhyme in which they merely resemble each other in sound, i.e., gone, wrong.
- Two further distinguishing characteristics are:
  Masculine rhyme--the rhyming of single syllable words.
  Feminine rhyme--the rhyming of multi-syllable words.
- When the pair of rhyming words both appear at the end of the line, the poet is using end rhyme. If one or both of the words appear within the line, the poet is using internal rhyme.
- What does rhyming do?
  1. It aids in remembering the poem.
  2. It relates to the rhythm of the poem and provides a certain "feeling."
- Write the following line on the blackboard "He grabbed a knife."
- Have students write down a second line on a piece of scratch paper. Then have the student responses read aloud.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
. Discuss the responses with such questions as: 1. Are the ideas similar? Why? 2. Why did you use rhyme in your poem? 3. How does rhyme limit a poem? . Pass out a worksheet of a poem that has end rhyme. A limerick or couplet could be used.		
. Have students follow these directions: 1. Put the letter "A" next to the first line in the poem. Then put the letter "A" next to all of the other lines in the poem that rhyme with the first line. 2. Find the next unmarked line in the poem. Mark this with the letter "B." and mark all the lines in the poem that rhyme with it with the letter "B" also. 3. Continue through the poem, marking all the lines that rhyme with each other with the same letter. (If the poem is divided into stanzas, treat each stanza as if it were a separate poem; that is, begin with a letter "A" again when you begin marking the second stanza.	Students read aloud their answers of rhyme scheme of the poetry, and it is evaluated.	
		District Resources

SMALL SCHO PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The students knows that symbolism is the use of an object or action (the symbol) to stand for something else. B. The student is able to identify symbolism as found in poetry. C. The student values the variety of unique ways in which language is used in poetry.

State Goal	1,9
District Goal	
Program Goal	3,4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: The Fantasy Trip
Group Size: entire class
Materials: students need scratch paper and pencil. teacher needs worksheet of fantasy trip to read orally to students.

Procedure(s):

- Say to the students: Now we are going to take a fantasy trip. During the trip, let your imagination respond to a series of events that will be read aloud. Because it is important that you create your images, please be very quiet. You may shut your eyes if it helps you to concentrate.
- Read aloud a fantasy trip such as those found in Jung. Pause where appropriate to let students write their responses down. After finishing, the symbols and what they represent are read aloud and students may read orally what they wrote down if they wish. Emphasize there are no "right" answers.
- Up to this point, no mention of symbols has been made to the class. However, once the fantasy trip is over, you can discuss the definition of symbolism.
  Definition: To use an object to stand for something else.
- Discussion of symbolism might include:
  - -an object may stand for a real thing and a symbol at the same time. A cold winter is a cold winter, but may also mean death.
  - -there is generally some logical connection between the symbol and what it stands for.
  - -there is no way of determining whether the poet

Suggested Monitoring Procedures

Students read responses.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

meant his poem to be symbolic or not. It is dependent upon the interpretation of the reader and therefore there is no "right" answer.

- Write a poem based on symbolism.
- Students write poems based on the following simple formula:

Line 1: I used to be

Line 2: ______________________
(fill in a symbol to represent the way you used to be)

Line 3: ______________________
(describe the object you chose as the symbol in line 2)

Line 4: But now I am

Line 5: ______________________
(fill in a symbol to represent the way you are now)

Line 6: ______________________
(describe the object you chose as the symbol in line 5)

Example:

Once I was a song bird
singing my life song to anyone who would listen
But now I am
a mother hen
clucking for her little chickens.

Suggested Monitoring Procedures

Have students volunteer to read poems aloud. Stress again that none must make fun of another's efforts to be creative.

Possible Resources

District Resources

Suggested Objective Placement 6-8

Student Learning Objective(s) A. The student knows that symbolism is the use of an object or action (the symbol) to stand for something else. B. The student is able to identify the symbolism as found in poetry. C. The student values the variety of unique ways in which language is used in poetry.

State Goal	1,9
District Goal	
Program Goal	3,4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Picture It
Group Size: individual
Materials: tagboard, assorted colors of felt, walnut shells, rubber cement, marking pens, etc.

Procedure(s):

- Have students select a favorite poem or write a poem for the project.
- Have students illustrate each line of the poem.
- The illustrations should explain the line they go with.
- Post the illustrations on the bulletin board.
- Point out that the illustrations are symbols of the lines written in the poem.

Title: Symbolism
Group Size: entire class
Materials: transparencies, appropriate literature and poetry books

Procedure(s):

- Show transparencies of some known symbols such as gestures: the clenched fist of defiance or victory, the raised hands of enthusiasm, pointed parallel hands together of supplication or greeting, and clapping hands of joy or recognition.
- Show additional transparencies of a church, a gun, flag, a man and a woman. Students will be encouraged to give oral interpretations of these symbols.
- Provide selected poems for silent reading, and require students to write their ideas of symbolism and meaning.

Suggested Monitoring Procedures

Students exhibit the pictures. Ideally, a person should be able to "read" the poem by looking at the illustrations.

Possible Resources

Books:

Poetry unit by Jack Kittell-University of Washington (located at ESD 109)

Teaching Poetry, Stephanie Gray
J. Weston Walch pages 34-42

District Resources

Suggested Activities: Grade(s) _______

Suggested Monitoring Procedures

Possible Resources

Example(s):

- Poetry surprises and delights; it sings like music; it makes you feel intensely; it gives you an arresting thought in rhythmic words; puts a shiver up your backbone; leaves you just where you were, neither aroused nor amused, neither enchanted nor solaced (then poetry has not happened to you, passed you by). May Hill Arbuthnot
- Have students discuss contemporary symbols such as: class or school mascots, a policeman's badge, a school patrol hat or strap, and athletic letters given for various events.

District Resources

SMALL SCHO[illegible] PROJECT - Working Copy

Suggested Objective Placement 6-8

Student Learning Objective(s) The student knows a simile is a figure of speech that compares one thing to another using like or as (a heart as big as a whale). B. The student is able to identify comparisons involving like or as (simile). C. The student values the variety of unique ways in which language is used in poetry.

Related Area(s) Metaphor

State Goal	1,9
District Goal	
Program Goal	3,4,6

Suggested Activities: Grade(s) 7-8

Title: What Does Loneliness Smell Like?

Group Size: entire class and individual

Materials: worksheet containing Ray Bradbury's description of what Time smells, looks, and sounds like to him from the Martian Chronicles

Procedure(s):

- Read the Ray Bradbury selection aloud to the class before giving the writing assignment. Discuss the appropriateness of the comparisons Bradbury draws.
- Write a list of a number of abstract words on the chalkboard--joy, loneliness, war, winter, summer, love, poverty, death, chaos, home, happiness, patriotism, etc..
- Students select one of them and write about what it smells like, sounds like, and looks like. If they want to they can arrange the words into poetry form, but it is not necessary to understand what the definition of simile is.

Example:

What does patriotism look like? Patriotism looks like flags flapping in the breeze, martial music, and military men on parade. And what does patriotism smell like? Patriotism smells like firecrackers going off on the fourth of July, and fried chicken on picnics. It smells like hot dogs at football games. Patriotism sounds like the "Star Spangled Banner" at a pep assembly, and hundreds of voices pledging allegiance. It sounds like the President's voice on television talking to millions. Patriotism sounds like a bugler playing taps during a ceremony honoring those who died in battle.

Suggested Monitoring Procedures

Read students papers aloud without giving the name of the student.

Possible Resources

District Resources

Suggested Activities Grade(s) _______

Title: Simile
Group Size: entire class
Materials: literature and poetry books

Procedure(s):

- Put the following definition on the board: A simile is a figure of speech that compares one thing to another, using "like" or "as", such as, "a heart as big as a whale." Invite students to give some examples of similes orally.
- Show transparencies of similes taken from poems. Encourage students to try to use these similes in description.
- Read or have some of the students read poetry selections. Teacher and students should note the similes as the poetry is read aloud.
- Use a worksheet or transparency of poems and have students pick out similes by writing them under the name of each selection.

Suggested Monitoring Procedures

Note the students who grasp the idea quickly and those who have difficulty. Pair the students to give help to those having difficulty.

Possible Resources

Books:

Teaching Poetry Today, Stephanie Gray, J. Weston Walch.

The Young American Reading Program, Level 1-B Teachers' Edition, Lyonors Carnahan, pages 49-52

District Resources

SMALL SCHOOL PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student is able to identify words and phrases that appeal to the senses (imagery). B. The student values his/her own response to poetry. C. The student values the response of others to poetry.

State Goal	1,4,9
District Goal	
Program Goal	3,4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Imagery
Group Size: entire class
Materials: text or worksheet containing a poem rich in imagery

Procedure(s):

- Briefly define imagery with students: Imagery is any word or phrase that appeals to the senses.
- The use of word pictures is one of the basics of poetry. Word pictures provide a more vivid experience. It is sometimes hard to express feelings because they are not concrete. What may be sadness or patriotism to one person may not be to another. It is possible to express how we feel by describing something another person has sensed; the heat of the fire, the light of a star, the smell of the fragrance of a flower.
- Write a list of feelings and abstract ideas on the chalkboard, i.e., love, gloom, patriotism.
- Each student takes a piece of paper and writes down a one-word picture that comes to his/her mind when he/she thinks of this feeling. Discuss the various images or pictures that the students had.
- Have students read one of the following poems and write down all the sensory impressions, or pictures that they get from them.

Example(s):

"The Road Not Taken" by Robert Frost, "On a Tree Fallen Across the Road," "On the Beach At Night," "Money Isn't Everything," "A Pinch of Salt,"

Suggested Monitoring Procedures

Students read aloud the images that they found in the poetry.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______

Suggested Monitoring Procedures

Possible Resources

- **Enrichment:**

  Create a poem of images by answering questions below
  1. What is your favorite kind of tree?
  2. What does this type of tree look like? Consider such things as color, shape, height of the tree.
  3. What does this tree do when a heavy wind blows?
  4. How does this tree look on a very dark night?
  5. What object or kind of person does this tree remind you of?

Example:

Willow
Tall, branches bending, green leaves
All branches moving together
Friend to travelers
Like a mother with long hair.

District Resources

SMALL SCHO PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows metaphor is a figure of speech in which a comparison is implied. B. The student is able to identify direct comparisons (metaphor). C. The student values the variety of unique ways in which language is used in poetry. D. The student values his/her own response to poetry.

Related Area(s) ______

State Goal	1,9
District Goal	
Program Goal	3,4,6

Suggested Activities: Grade(s) 7-8

Title: What Are You?
Group Size: entire class
Materials: each student brings an object that he/she think best represents what he/she is.

Procedure(s):

- Explain the definition of metaphor. Metaphor is a comparison which points out similarities between things that my otherwise not seem alike.

Example:

The moon was a ghostly galleon tossed upon cloudy seas.

- Write a list of categories on the chalkboard of well known objects that have more than one kind.

Example(s):

Cars, bodies of water, food, flower, animal, tree, season, etc..

- One volunteer writes down all of the objects and then goes out of the room and writes down how he/she would classify themselves in each category. For example; he/she might write sports car for type of car, instead of limousine, Model T, or economy model.
- While the student is out of the room, the rest of the class, as a group, write what type of object the person would be in each category. Encourage students to be positive and creative, not trying to hurt the other's feelings.
- Student returns to the room and the other students read aloud how they have categorized the student volunteer.
- Students in the class may explain why they think certain objects represent the student volunteer.

Suggested Monitoring Procedures

Evaluate student responses as a class and as the volunteer.

Listen to student responses to items. Point out that comparisons may not always be obvious to all of us, but that does not mean they aren't still valid.

Possible Resources

District Resources

Suggested Activities: Grade(s) 7-8

Volunteer also has the opportunity to explain how he/she categorized himself/herself.

Title:	Metaphors
Group Size:	entire class
Materials:	literature or reading books, containing poems that show the use of metaphor

Procedure(s):
- Give a simple definition of a metaphor by writing on the chalkboard, "A metaphor is a figure of speech in which one element substitutes for another."
- Obtain records, tapes or library books and anthologies of poetry from the instructional materials center that have examples of metaphor. Play them or read them for the class. Review to make certain the part containing metaphor is noted by the students.
- Initiate discussion with the students and have them give examples of metaphors which may be put on the chalkboard.
- Have the students independently read poetry selections.
- From the poetry they have selected to read, have students write examples of metaphors.
- Replaying or rereading of the portion of the poems containing metaphors may be necessary.

Suggested Monitoring Procedures

Possible Resources

Books:

District adopted L.A. text
Trade books
Anthologies

District Resources

SMALL SCHO PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student knows metaphor is a figure of speech in which a comparison is implied. B. The student is able to identify direct comparisons (metaphor). C. The student values the variety of unique ways in which language is used in poetry. The student values his/her own response to poetry.

State Goal	1,9
District Goal	
Program Goal	3,4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Writing a Poem in Metaphor
Group Size: individual
Materials: ditto list of rules for writing poem.

Procedure(s):

- Give the Definition of Metaphor: A comparison which is implied between things that may not otherwise seem alike.
- Give the students directions for writing a poem. By following the steps outlined below, create your own poem based on a comparison.
  1. Focus on a picture in this room or one you have in mind of something that is really vivid to you.
  2. Think about what this picture reminds you of--what you could compare it to. Then write something else you might compare it to.
  3. Write a line telling how you think these two things are alike.
  4. Write how you feel about this picture or scene.

Example(s):

Sunlight shining through the brambles in the desert.
A shining gold coin outlining each sharp line.
Both are round yellow orbs glowing in the stillness.
This is a peace and stillness I don't understand.
It is marked by heat and dust.

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Suggested Monitoring Procedures

Possible Resources

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to interpret the author's tone and theme. B. The student values the variety of unique ways in which language is used in poetry. C. The student values his/her own response to poetry.

State Goal	1,9
District Goal	
Program Goal	3,4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Tone
Group Size: entire class
Materials: worksheet containing brief excerpts from poems that have a clearly indicated tone and a list of possible tones

Procedure(s):

- Teacher gives a definition of tone: The poet's attitude toward his/her subject which is revealed primarily by the connotation of the words he/she uses.
- Discuss that in speech we have the advantage of using our facial expression, and gestures as well as tone of voice to express how we feel about a certain subject. However, the poet has only the words written on paper.
- Write a list of sentences on the board and a list of possible tones and ask students to identify the tone in each sentence. Have them point out the specific clues provided by the words.

Example(s):

Angry
Stop that immediately!
Asking
Will you please stop doing that for a few minutes?
Matter of fact directions
When you come to the end of the exercise, stop and shut your booklet.

- Give students a list of the excerpts from poems and ask them to identify the poet's tone.

Suggested Monitoring Procedures

Discuss students responses to sentences.

Possible Resources

District Resources

Suggested Activities: Grade(s) 7-8

Sample Poems:
"Child on Top of a Greenhouse" by Theodore Roethke
"The 59th Street Bridge Song" by Paul Simon
"So We'll Go No More A-Roving" by Lord Byron
"Plan" by Rod McKuen

Title:	Connotation
Group Size:	entire class
Materials:	preselected paragraphs that point out connotation printed on a worksheet or read aloud by the teacher

Procedure(s):

- Read aloud two paragraphs which give distinctly opposite views of a subject through connotation.

Example:

Description 1: Frances is a tall, statuesque woman with thick auburn hair and dark skin. She works hard and tries to keep everything in order. She appears competent and well-informed about many issues.

Description 2: Frances is a large woman with yellow skin and wiry red hair that sticks out all over her head. She is always fussing about something, and can never relax and enjoy herself. She's bossy and opinionated, and people don't like to be around her.

- Discuss the descriptions, pointing out the words that show different feelings. List the words side by side on the board under the headings Positive Connotations and Negative Connotations.
- Students can create their own connotations by listing facts such as;

Marie's hair shines like a Christmas ribbon.
versus
Marie's hair looks like a disturbed mud puddle.

- Have students list qualities and then list favorable and unfavorable connotative words next to them.

Example:

Quality - Thinness
Unfavorable: skinny, bony, scrawny
Favorable: slim, slender, elegantly thin

Suggested Monitoring Procedures

Discuss students responses to excerpts.

Read aloud some of the connotations on the student's list.

Possible Resources

District Resources

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to identify the meter of a poem. B. The student values his/ her own response to poetry. C. The student values the response of others to poetry.

State Goal	1,9
District Goal	
Program Goal	3,4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8	Suggested Monitoring Procedures	Possible Resources

Title: Meter
Group Size: entire class
Materials: typed lines showing various examples of meter

Procedure(s):

- Discuss the definition of meter: A regular pattern of sound within a poem. This pattern is identified by the number of stressed syllables in each line (called feet), and the type of foot consistently employed in each line.
- Discuss the terms used:
  - Monometer-one foot (one stressed syllable per line)
  - Dimeter-two feet (two stressed syllables per line)
  - Trimeter-three feet (three stressed syllables per line)
  - Tetrameter-four feet (four stressed syllables per line)
  - Pentameter-five feet (five stressed syllables per line)
  - Hexameter-six feet (six stressed syllables per line)
  - Octameter-eight feet (eight stressed syllables per line)
- Terms used to indicate the type of foot consistently employed:
  - Iambic-each stressed syllable is preceded by an unstressed one (to-night; re-cieve)
  - Trochaic-each stressed syllable is followed by an unstressed one (simply; dai-ly)
  - Anapestic-each stressed syllable is preceded by two unstressed ones (in-ter-cept; sab-o-teur)
  - Dactylic-each stressed syllable is followed by two

District Resources

Suggested Activities: Grade(s) ______

unstressed ones (an-i-mal; cap-a-ble)

- Point out that only rarely does a poem retain a perfectly regular rhythmic pattern throughout. We are merely indicating the basic pattern of the sound in the poem, realizing that variations in this pattern will generally occur.

Title:	Limerick Meter
Group Size:	entire class
Materials:	limericks, paper, pencils

Procedure(s):

- To point out meter, have students clap out words with the stressed syllable being louder and longer and then identify the type of meter from the claps.

Example:

A mer i ca   A mer i ca

- Limericks are notable for their strong and invariable meter. Moreover, their basic syntactical pattern makes their meter easy to follow. Give the limerick and have the students figure out its meter.

Example:

There once was a lady from Niger
Who smiled as she rode on a tiger.
They returned from their ride
With the lady inside
And the smile on the face of the tiger.

- After students have figured out the form for the limerick, have them write one of their own from this basic pattern:

Line 1 - tells who the subject is and the place the person is from.
Line 2 - tells what he/she did. End with a word that rhymes with the place above.
Lines 3 & 4 - Tell what happened and end with new rhyming words.
Line 5 - continues to describe the result, and has the same meter as line 1.

Suggested Monitoring Procedures

Have students read original limericks aloud and discuss as to how well they followed the correct meter pattern and how difficult that can be.

Possible Resources

District Resources

SMALL SCHO[illegible] PROJECT - Working Copy

Suggested Objective Placement 7-8

Student Learning Objective(s) A. The student is able to identify irony in poetry. B. The student values his/her own response to poetry. C. The student values the response of others to poetry.

State Goal 1,9

District Goal

Program Goal 3,4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title: Say What You Mean
Group Size: entire class
Materials: worksheet list of ironic statements

Procedure(s):

- Give students a definition of the two types of irony: Verbal irony uses words that say the opposite of what is meant or true.

Example:
Don't be so generous (Said to someone who has given the smallest portion to someone else.)

- Situation irony: Something happens that is exactly the opposite of what you expect will happen.

Example:
A young man runs away to join the army to avoid being jailed, and is immediately killed in battle.

- Have students relate some examples of irony they have heard or experienced. Point out that sarcasm and iron my be the same thing, but sarcasm is always meant to hurt, while irony may be meant simply to change a person's actions.
- Also point out the difference between irony and deceit. The circumstances of the person's remark should make it obvious.

Example:
Showing a friend a paper with a "D-" on it, and remarking, "I really did great on that test."

- The same kind of irony can then be discussed in such poems as: "Knowlt Hoheimer" by Edgar Lee Masters, or "Dust" by Sydney King Russell (in which a housewife who has fought dust all her life dies and turns into dust).

Suggested Monitoring Procedures

Listen to students' responses and see if they are correctly understanding the concept.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHO PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) A. The student values the variety of unique ways in which language is used in poetry. B. The student values enjoyment obtained through poetry. C. The students values poetry as a natural expression.

State Goal	1,9
District Goal	
Program Goal	3,4,6

Related Area(s)

Suggested Activities: Grade(s) 7-8

Title:	Creating Poetry Units
Group Size:	entire class
Materials:	worksheet package containing all the instructions and examples for doing the unit (see individual objectives under poetry unit for what could go into the package)

Procedure(s):

. Hand out worksheet assignment. Examples follow:

The Poetry Notebook (entire class takes part in the discussion)

Directions on the first page:

Your poetry notebook should contain the following:

- notes from class on every subject area we discuss
- a biography of one of the poets that is in your poetry collection
- a collection of six poems (these poems must be either: all from the same poet, or all about the same theme, i.e., love, death, war, nature.)
- five poems of your own (they may be the ones we will be writing in class as we go along in the unit)
- this worksheet assignment
- some kind of cover to hold it all together

The Group Poetry Notebook (if the class is very large, a group notebook method maybe useful)

. Divide students into groups of about four to six according to ability to work together, interests, and/or ability level. Give each group a packet with a reading list from their book, or selected poems picked out to appeal to their group. Each group reads and discusses its unit in separate areas of the room, and the teacher rotates from group to group each day to listen and make suggestions.

Suggested Monitoring Procedures

Collect and read each of the poetry notebooks making comments in the margin of your impressions and evaluations. Each one is graded according to neatness, completeness, accuracy and quality.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources